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ABSTRACT

Designed as a component of a pilot career exploration program at Vale Middle School, Vale, Oregon, this interdisciplinary guide provides a model for teachers at the junior high and middle school level to use in relating all areas of the school curriculum to the four life roles advocated by the concept of career education (to become a responsible family member, and a responsible citizen, to use leisure time wisely, and to perform adequately in economic matters). The guide is organized by goals, curricular areas, and suggested activities. Goals identify a composite of statements intended to give substance to the broad areas of career exploration and provide a set of general guidelines for an interdisciplinary approach. Ten major areas used as curricular models for an interdisciplinary program are science, math, social studies, language arts, occupational activities, consumer education/homemaking, speech and drama, art, health and physical education, and music. Preceding each curricular area is an exploratory cluster chart which is divided into three sections to identify the curricular area, broad areas or units that the curricular area may be divided into for occupational exploration, and names of jobs and/or occupations suggested for study. Following the exploratory cluster chart in each section are several models of activities, each including a concept, suggested careers and/or occupations related to the concept, and several suggestions on how to apply the concept. A separate section contains other suggested activities for students and teachers not applicable to any specific subject area. (TA)

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Interdisciplinary Guide To
CAREER EXPLORATION

Designed and Developed

by

Jean Lewis - Doris Simpson - Dex Miles

Staff Members

Vale Middle School

Advisor

Dr. Edwin W. Morgan, Supt.
School District #15
Vale, Oregon

Designed as a component of a
Community Experience Based
Career Exploratory Program for
Vale Middle School and a
SIXCO Project

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Vale School District
April 1975

CE 011 119

ACKNOWLEDGEMENTS

This guide represents the second major written component of the Career Exploration Program at Vale Middle School. The other major component being a Student Needs Assessment Guide.

The expertise of many people has made the completion of this guide possible. The entire staff of the Middle School has made a significant contribution in at least three ways: 1) they have participated directly by writing activities for inclusion in the guide, 2) they are supportive of the concept of career exploration and, 3) they have supported the exploratory committee in many ways.

The Career Exploratory Committee - Jean Lewis, Doris Simpson and Dex Miles - have exhibited a high degree of professionalism in developing the career education program. Their leadership, perception and organizational ability have been of notable quality. Their contributions are appreciated.

The support of the Board of Education of School District #15 in all phases of the career education concept has been excellent - this component is no exception.

A special thanks is extended to the Lay Advisory Committee for their approval and support of the concept of career education in District #15 - as well as the individual components of the total program.

Appreciation is extended to Mr. Frank Deymonaz, principal at Vale Middle School. The incorporation of the concept of career education was made easier through his leadership and direction over the years in curriculum and staff development.

FORWARD

This Interdisciplinary Guide represents another major component of the total career exploration program being developed and implemented by the middle school. A Community Resource Guide will include the compilation of several hundred adult workers in the Vale area who will relate to students about their jobs and occupations. A Student Needs Assessment Guide identifies a guidance model for students at the junior high and middle school level.

The career education program components for Vale Middle School are being developed under the title, "A Community Experience Based Career Exploratory Program." The Exploratory Program is designed for two main purposes: 1) to serve the needs of students in Vale Middle School and, 2) to serve as a pilot program and exportable model to other schools. The program development has been supported by funds from the Oregon State Board of Education, Malheur County I.E.D. and the local district.

The Vale Middle School program has been selected as a pilot school in a major career education project known as SIXCO which represents the six counties of Eastern Oregon. The SIXCO project is designed to experiment with career education models in small schools of Eastern Oregon with the expectation of identifying major components for a national model for rural schools.

The guide has been developed over a period of nearly two years by a committee of teachers from the Vale Middle School staff. All middle school staff members have made contributions to some degree.

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PREFACE

The ultimate responsibility of our educational system is to provide unique experiences that will enable our young people to cope with and use technological changes to benefit each individual and strengthen our total society. The educational system is not the only agent faced with this responsibility; but it is the institution that reaches virtually all of the population. It is the most effective institution available for adjusting to a world of ever-increasing change; therefore, preparation for work is becoming increasingly recognized as the major objective of our public school systems.

The concept of Career Education that is now recognized in many of our public schools can be a vital force in helping young people meet the challenges that the world of today now offers and the world of tomorrow is sure to bring.

Career Education advocates four major responsibilities that each adult must fulfill in meeting the challenge of our technological society. These are: 1) to become a responsible family member, 2) to become a responsible citizen, 3) to use leisure time wisely and 4) to perform adequately in economic matters.

The primary requirement for success in any of the above mentioned roles is that of proper adjustment. If our young people are to adequately fill their roles as adults, they must have clear pictures of themselves as individuals. They must have true self-concepts and realistic pictures of how others feel about them.

While academic and job skills are very important, perhaps the most important experiences we can give our young people are those that deal with themselves and others in the realm of human relations and understanding.

Our young people need continuous experience with such concepts as: attitudes, personality, interests, aptitudes, potentials, values, leadership, decision-making and other like experiences. They need to know how these concepts apply to themselves and others.

To accompany experiences in social and personal assessment and adjustment, classroom programs and teaching strategies must provide for more direct relationship between the subject area and/or discipline and the real world--the World of Work. This relationship of relevance must permeate the entire curriculum and receive attention in every experience that is provided for students.

If our public schools can be successful in providing experiences that enable young people to accurately appraise themselves and others, and if students can be given true exposure to the world of work through a series of real and contrived experiences, then students should be able to face the future with a higher level of economic efficiency, better job satisfaction, and a higher level of personal and social adjustment.

INTRODUCTION

SETTING

Vale School District #15 is an Elementary District consisting of two buildings. Approximately 450 students and 24 staff members comprise the elementary school, grades 1 - 6. Approximately 180 students and 7 staff members make up the Middle School, grades 7 & 8.

Vale, Oregon, is a town of approximately 1700 people located in Eastern Oregon approximately 16 miles west of the Idaho State Boundary. The major economic base is comprised of agricultural products - mainly row crops, cattle ranching and dairy farming.

PURPOSE

The major purpose of this interdisciplinary guide is to provide a model for teachers at the junior high and middle school level to use in relating all areas of the school curriculum to the four life roles advocated by the concept of career education.

JUSTIFICATION

In the truest sense, every experience provided for students in the educational environment must be aimed in some way toward preparing them for successful roles as adult workers, citizens, family members and economic providers. If we, as educators, cannot truly relate the student's daily activities to this premise, we are falling short of an important committment to education in general and certainly to the concept of Career Education.

This guide will serve a limited purpose for a staff, individual teacher or administrator who is traditional minded and unwilling to accept change as a necessary ingredient for survival in the world of

today and tomorrow. It should be useful for those who are willing to accept the concept of career education as a vital force that can bring relevance and excitement to students who heretofore have found school subjects dull and uninteresting.

The interdisciplinary concept advocated by this model deals primarily with ways of infusing career exploration into the care of each area of the curriculum. This is done by suggesting many methods, ideas and techniques that can be used to put students in contact with the world of work as it exists presently and is predicted to exist in the future. From these real life experiences, plus contrived experiences, teachers and students should find more meaningful ways of relating the purpose of school subjects to life roles.

FORMAT

This guide is written as a suggested model for implementing the concept of career education into a junior high or middle school curriculum. It is organized by Goals, Curricular Areas and Suggested Activities. The user should be able to adopt or adapt any areas of the contents according to his desired purpose.

1. GOALS - The goals identify a composite of statements intended to give substance to the broad but important areas of career exploration. They provide a set of general guidelines for an interdisciplinary approach.

2. CURRICULAR AREAS - There are ten major areas used as curricular models for an interdisciplinary program. These are: Science, Math, Social Studies, Language Arts, Occupational Activities, Consumer Ed./Homemaking, Speech and Drama, Art, Health and Physical Education, and Music.

3. EXPLORATORY CLUSTER CHART - Preceding each curricular area is an "exploratory cluster chart." This chart is divided into three sections. The curricular area is identified at the bottom of the chart. The second group of titles suggest

the broad areas or units that the curricular area may be divided into for occupational exploration. The names of jobs and/or occupations appearing in the "fingers" extending from each unit area are suggested for study in relation to the unit and curricular area. The exploratory cluster chart is a suggested model only. Many of the occupations suggested may be dealt with appropriately in more than one area of the curriculum.

4. ACTIVITIES AND CONCEPTS - Following the exploratory cluster chart in each section will be found several models of activities. These models include a concept, suggested careers and/or occupations related to the concept and several suggestions on how to apply the concept. The use and order of the suggestions is left to the discretion of the teacher.

5. AVOCATIONS AND ACTIVITIES - This guide does not devote a section to avocations directly. However, the Vale Middle School program does have two activity periods per day. During these periods students have the option of exploring several areas that could be labeled as leisure-time or avocation-oriented activities. These activity offerings fluctuate according to student interest and staff talent. Presently the activity offerings include - guitar, piano, math enrichment, calligraphy, speech and drama, typing, music appreciation, physical development and rocketry. These classes are less structured and are oriented more toward individual student interest than other subjects or curricular areas.

ARTICULATION

The career exploratory program at Vale Middle School is one of three major phases of career education being implemented in the school system. An awareness program was implemented in the elementary grades (1 - 6) this year. Vale High School has made good progress in implementing the cluster concept and extended SUTOE program over the past two to three years. These major program components have been designed with the intent of realizing a workable model of career education in grades one through twelve.

LIST OF GOALS

The following is a list of the major goals for the interdisciplinary program:

1. To enable students to relate all school subject matter to real-life situations.

2. To provide students with the opportunity to discover the possible job choices related to all subject areas.

3. To provide experiences that will expose students to a full range of occupational opportunities.

4. To help students learn that related skills can be used in a variety of careers.

5. To help students become familiar with vocabulary terms basic to all occupations.

6. To help students become aware of their own interests, abilities and skills and how these relate to life roles.

7. To help students become aware of the life roles - consumer, citizen, family member, learner and economic provider.

8. To expose students to the many job opportunities within their own community.

9. To expose students to a number of careers by means of field trips.

10. To provide opportunities for students to learn about people in various careers through visitations to school by community resource people.

11. To expose students to the cluster concept.

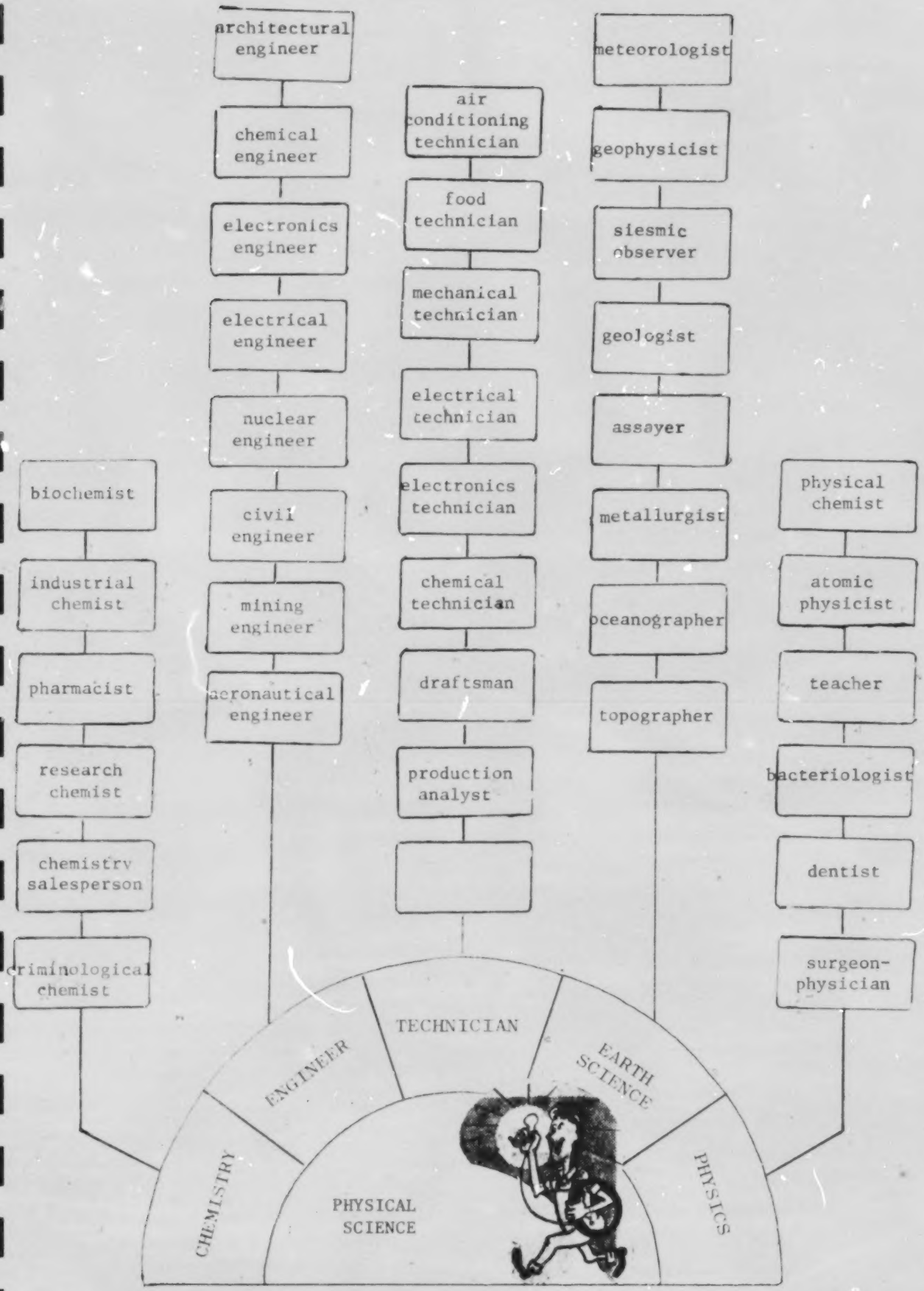
12. To provide students with the opportunity to use basic tools and equipment associated with various broad occupational fields.

13. To help students learn to use basic hand tools commonly used by everyday citizens.

14. To help students learn basic principles relative to the creation and use of certain kinds of energy.

15. To develop an awareness of relevant factors in decision making.

PHYSICAL SCIENCE


architectural engineer
chemical engineer
electronics engineer
electrical engineer
nuclear engineer
civil engineer
mining engineer
aeronautical engineer
air conditioning technician
food technician
mechanical technician
electrical technician
electronics technician
chemical technician
draftsman
production analyst
meteorologist
geophysicist
siesmic observer
geologist
assayer
metallurgist
oceanographer
topographer
biochemist
industrial chemist
pharmacist
research chemist
chemistry salesperson
criminological chemist
physical chemist
atomic physicist
teacher
bacteriologist
dentist
surgeon-physician
ENGINEER
TECHNICIAN
EARTH SCIENCE
CHEMISTRY
PHYSICAL SCIENCE
PHYSICS

ELECTRICITY

A. CONCEPT: Many occupations require an understanding of electricity.

B. Related occupations:

electrical engineer
motor winder
hydro-electric plant operator
architect
T.V. repairman
generator operator
electrician

C. Suggested procedures:

1. Visit a hydroelectric plant and view the operation.

2. Have an electrician or motor rewinder visit the class.

3. Have students do some of the activities performed by people in some of the listed occupations.

a) Construct a toy motor, a solenoid, or electromagnet.
b) Draw a wiring diagram for a house.
c) Use a galvanometer, ampmeter and volt meter.

ELECTRONICS - BROADCASTING

A. CONCEPT: Man is aware of the happenings around the world through radio and television communications.

B. Related occupations:

electrical engineer
F.C.C.
broadcast technician
radio-telephone operator
studio engineer
cameraman
teletypist
disc jockey
station manager
sales-advertising
recording technician
lighting technician
film editor

C. Suggested procedure:

1. Guest speaker - station manager - prepare students for field trip to radio station, studio, and/or antenna site.
2. Visit station, studio and/or antenna site. Examine jobs, qualifications, working conditions, physical plant.
3. Visit newsroom to see incoming news.
4. Find out about AP, UPI.
5. Write and tape an ad for a product of your imagination.

MICROSCOPY

A. CONCEPT: A knowledge of microscopy is beneficial to people in many occupations.

B. Related occupations:

science teacher	lab technician
forester	agronomist
food scientist	medical fields
hygienist	geneticist
bacteriologist	pathologist
diagnostician	limnologist

C. Suggested procedures:

1. Have the students list several occupations which require a knowledge of microscopy and report to the class on one of them.

2. Have a member of a related profession visit class. Follow up with work in which the student performs the tasks performed by the professions.

For example:

(a) Visitation by a Fish and Game Limnologist.

1. Take class to a local pond to gather pond water like the limnologist did.

2. Analyze pond water in the same way.

(b) Have a hemotologist come to class and demonstrate blood typing.

1. Have the students type their own blood in the same manner.

3. Visit a research lab and follow up in the same manner.

THE UNSEEN WORLD OF THE ELECTRON

A. CONCEPT: Electricity is an unseen servant in constant use today.

B. Related occupations:

electrical engineer	troubleman	meter technician
substation operator	lineman	
load dispatcher	transmission engineer	

C. Suggested procedures:

1. Follow power from generation to home use.
2. Visit generation site - steam, dam, nuclear.
3. Visit substation and load distribution center.
4. Invite guest speakers:

   Power co-rep. - Energy Conservation, Safety, Cost to produce

   Electrical Engineer

   Electrical Contractor
5. Visit construction site - follow current from pole to plug.
6. Wire up circuit breaker, switches, sockets, plugs, outlets and verify correct wiring.
7. Read a meter and compute monthly bill.

CHEMISTRY

A. CONCEPT: Many exciting careers require a background in chemistry.

B. Related occupations:

biochemist	agronomist
industrial chemist	geologist
pharmacist	ecologist
biologist	research chemist
engineer	chemical salesman
food processing	criminological chemist
horticulturist	medical technologist

C. Suggested procedures:

1. Have students attempt to list ten occupations which are completely unconcerned with ecology.

2. Have students attempt to list ten everyday tasks that are unconcerned with ecology.

3. Have a visitation by a person in a related profession. Follow-up with a study in which the student performs the very tasks performed by the profession. For example:

a) Have an engineer visit and discuss matter of deciding whether to build a dam.
b) Go to a local stream and perform tasks performed by the engineers.
c) Make a recommendation as to desirability of a dam in that particular area.

4. Visit a local farm and discuss with the owner different ways in which he is dependent upon a knowledge of ecology.

a) Have students use same methods the farmer uses to plan a year's farming.

5. Have committee reports on what each of the above occupations do.

6. Visit the Malheur County Experiment Station to discuss chemistry related jobs.

WEATHER

A. CONCEPT: Everyone is affected by the weather.

B. Related occupations:

operational meteorology
applied research
teaching
engineering
theoretical research
consultants
administrators
writers
physicists
chemists
mathematicians
hydrodynamicist
geographers
radiometerists
statisticians
oceanographers
hydrologists
astro physicists

C. Suggested procedures:

1. List occupations and how they are affected by the weather.

2. Construct weather instruments.

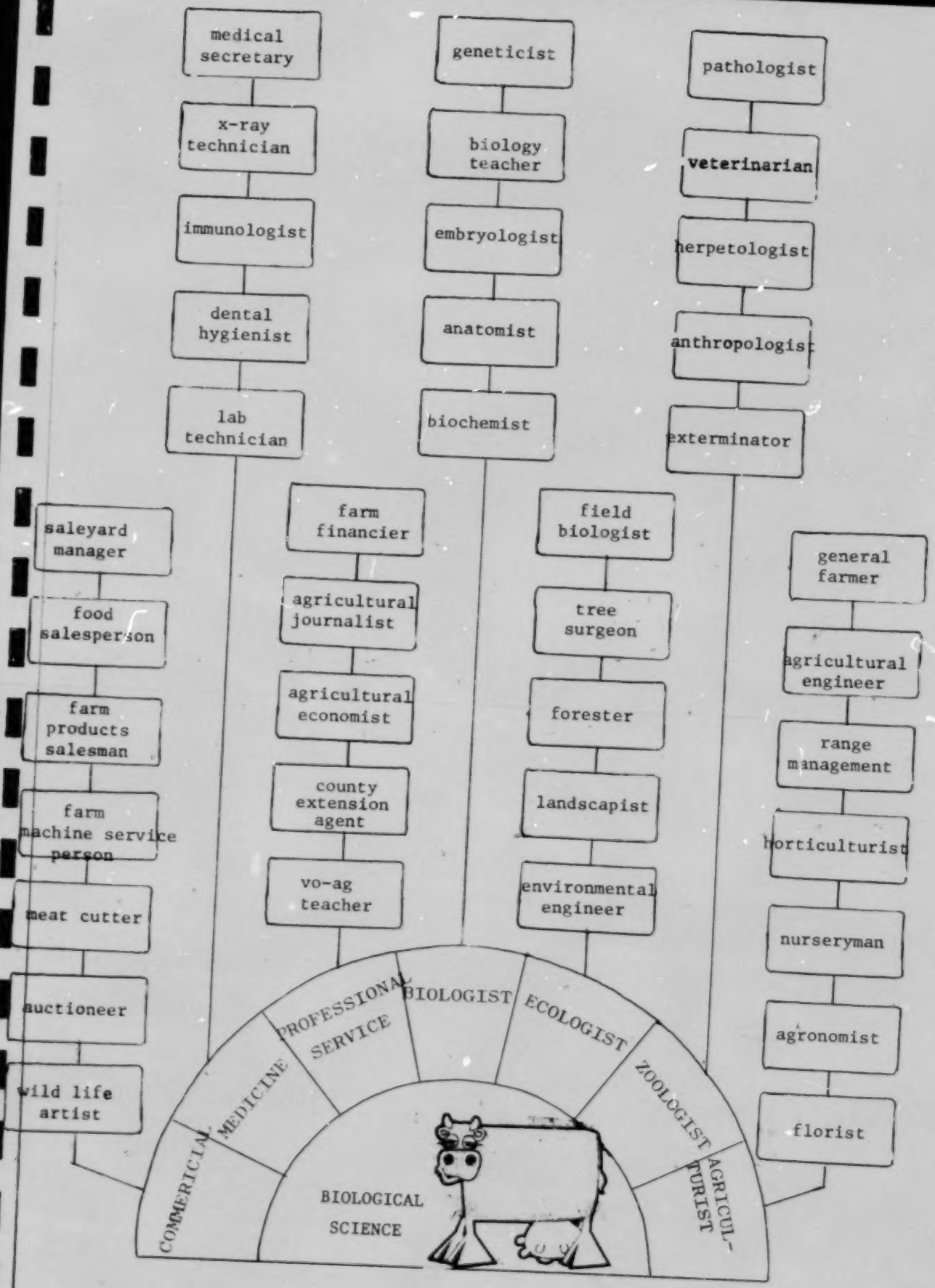
3. Use constructed instruments to make a forecast and report such as a meteorologist would.

4. Have a meteorologist (weather reporter or forecaster) visit the class.

5. Visit a weather station.

6. Discuss how the weather affects you personally.

BIOLOGICAL SCIENCE


medical secretary
x-ray technician
immunologist
dental hygienist
lab technician
geneticist
biology teacher
embryologist
anatomist
biochemist
pathologist
veterinarian
herpetologist
anthropologist
exterminator
saleyard manager
food salesperson
farm products salesman
farm machine service person
meat cutter
auctioneer
wild life artist
farm financier
agricultural journalist
agricultural economist
county extension agent
vo-ag teacher
field biologist
tree surgeon
forester
landscapist
environmental engineer
general farmer
agricultural engineer
range management
horticulturist
nurseryman
agronomist
florist
COMMERICIAL
MEDICINE
PROFESSIONAL SERVICE
BIOLOGIST
ECOLOGIST
ZOOLOGIST
AGRICULTURIST
BIOLOGICAL SCIENCE

PLANT NUTRITION

A. CONCEPT: Many people need a knowledge of plant nutrition. This may be in an occupation, avocation, or hobby.

B. Related occupations:

horticulturist	farmer
range management	gardner
agricultural engineer	home gardner
nurseryman	yard worker
agronomist	forester
florist	

C. Suggested procedures:

1. Have students list and discuss the occupations, hobbies, etc. that are concerned with plant nutrition.

2. View film "Plant Nutrition."

3. Visit an experiment or research farm.

4. Have one or more persons involved in one of the above occupations visit the class.

5. Have students do some activities of professionals:

   a) test soils for nitrogen
   b) test soils for P. H.
   c) test soils for potassium
   d) test soils for phosphate

WATER OCCUPATIONS AND ENVIRONMENT

A. CONCEPT: We need to learn to manage water, a most important resource, more wisely.

B. Related occupations:

water master
irrigation district workers
water conservationist
sanitation engineer

C. Suggested procedures:

1. Have the students list all the ways they use water during the day.

2. Ask the students to speculate about what they would do if all water supplies were disrupted for a week in a thirty mile radius from their home.

3. Give the students a handout showing the amount of water used, and the growing demand for water as the population increases.

4. Bring out the fact that the earth's supply of water is limited.

5. Discuss with students what effect the growing population will have on the earth's water supply.

6. Have the students discuss the significance of the following quotes:

a) "Of all our resources, we have mismanaged water the most."

b) "We change rivers into sewers, lagoons and lakes into cesspools, and we shudder at the tens of billions of dollars that are now necessary to correct derelictions."

c) "We seem more likely to poison ourselves to death than to die of starvation."

d) "There could come a time when great areas of the seas are transformed into deserts..."

7. Have guest speakers from the city water works, irrigation district and the bureau of land management.

ECOLOGY

A. CONCEPT: A knowledge of ecology is beneficial to people in all walks of life.

B. Related occupations:

science	engineering fields
health services	farmers
teachers	sportsmen
meteorologists	transportation workers

C. Suggested procedures:

1. Have students attempt to list ten occupations which are completely unconcerned with ecology.

2. Have students attempt to list ten every day tasks that are unconcerned with ecology.

3. Have a visitation by a person in a related profession. Follow up with a study in which the student performs the very tasks performed by the profession.

   a) Have an engineer visit and discuss manner of deciding whether to build a dam.
   b) Go to local stream and perform tasks performed by the engineers.
   c) Make recommendation as to desirability of a dam in that particular area.

4. Visit a local farm and discuss with the owner different ways in which he is dependent upon a knowledge of ecology.

   a) Have students use same methods the farmer used to plan a years farming.

ENVIRONMENTAL OCCUPATIONS

A. CONCEPT: Environmental occupations are needed now and are becoming increasingly important.

B. Related Occupations:

geologists	geophysicists
oceanographers	meteorologist

C. Suggested Procedures:

1. Begin with small groups of students discussing the following topics:
   a. Our natural resources (air, water, land, and minerals) are limited.
   b. Man is part of the ecosystem and can work with the environment as well as destroy it.

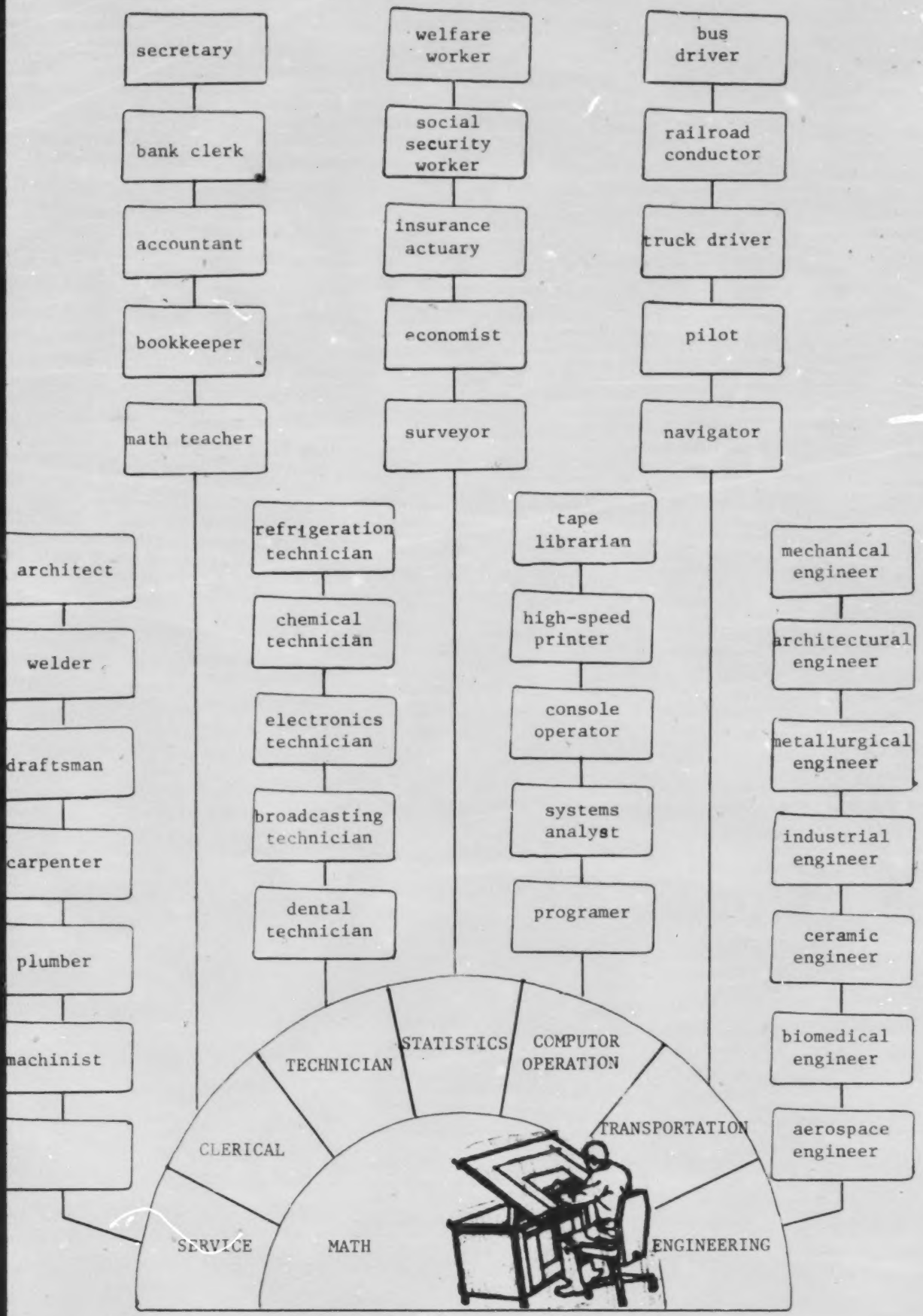
2. Have the students take pictures in the community that demonstrates environmental problems.

3. Place the pictures on a bulletin board in the order of environmental importance.

4. Invite guest speakers from the community who are responsible for improving the environment or can give information as to how this can be done.

5. Have the students list the five most pressing environmental problems in the community and how they can be improved by students themselves.

MATHEMATICS


secretary
bank clerk
accountant
bookkeeper
math teacher
welfare worker
social security worker
insurance actuary
economist
surveyor
bus driver
railroad conductor
truck driver
pilot
navigator
architect
welder
draftsman
carpenter
plumber
machinist
refrigeration technician
chemical technician
electronics technician
broadcasting technician
dental technician
tape librarian
high-speed printer
console operator
systems analyst
programer
mechanical engineer
architectural engineer
metallurgical engineer
industrial engineer
ceramic engineer
biomedical engineer
aerospace engineer
CLERICAL
TECHNICIAN
STATISTICS
COMPUTOR OPERATION
TRANSPORTATION
SERVICE
MATH
ENGINEERING

BANKING--A CHECKING ACCOUNT

A. CONCEPT: As a working member of society, there is a need to know about banks and checking accounts.

B. Related occupations:

cashier	teller
loan officer	bank clerk

C. Vocabulary:

checkbook	check stubs
cancelled check	endorsed check
bank balance	bank statement
deposit slip	signature card
overdrawn	

D. Suggested procedures:

1. Library research the opening of checking accounts. Follow the check on its round back to the maker.

2. Check forms of properly made-out checks. Choose a form with which you will feel comfortable.

3. Set ground rule for week's check-writing experience with classmates. Write checks, recorded on stubs, distribute, fill out deposit slips. At the end of the activity reconcile bank balance with check stubs.

4. Invite a bank official to talk to the class and answer questions that may have arisen from the experience.

5. Take a field trip to the bank. Inquire about the many careers in the banking business.

COMPARATIVE BUYING

A. CONCEPT: Every person will be a consumer.

B. Related occupations: Everyday person.

C. Suggested procedures:

1. Have each student choose one item he would like to buy. Price the item in catalogs, stores, newspapers. Compare the prices. Chart the findings. What was the total amount saved by the class?

2. Have the class compile a week's grocery list. Divide the class into groups, each group being responsible for collecting data from one store. This may be done as individuals and then recorded as a group. Bring newspapers to share the weekly specials. Can more be saved by buying the store brand? Compare the price of lunch meat in small cellophane-wrapped packages with that in chunks.

Cut store coupons from magazines. If the item comes in two sizes, would there be a saving by buying two of the smaller packages and using two coupons or would the larger package with one coupon be a better buy?

Check butter unscored and that cut into quarters. Have them think of other ways they might save money. How much was saved on the total list considering the difference between the highest and lowest amount? How much was saved considering the average cost and the lowest cost?

3. Does it really pay to Christmas shop early? Before Christmas each child will choose from one to three items he would like to have for Christmas. Record the regular price. Each week watch the newspaper ads, catalogs, and stores for sales on those items. Record each change in price. The last week and as late as possible, closely watch the pre-Christmas sales. What was the amount of money and the percentage saved by each student and the class?

4. Have the students do research on seasonal shopping, inventory sales, and after-Christmas shopping for home improvement, clothing, vehicles.

5. Have the students think of items they are interested in and research them.

6. As an interest factor they might compare the prices here and in foreign countries. Compare the prices in the early 1900's and now.

MATH IN COOKING OCCUPATIONS

A. CONCEPT: Basic mathematic concepts are important in food preparation.

B. Related occupations:

salad maker	pastry baker
short order cook	cook's helper
fry cook	housewife

C. Suggested procedures:

1. Research the history of cooking. Evaluate major advances in modern cookery.

2. Adjust recipes for a larger or smaller number of servings than the recipe specifies.

3. Use a metric scale to measure ingredients which have been listed in grams. Eat the finished product.

4. Prepare home-made mixes: biscuit, pancake, pudding, pie crust.

5. Compile a set of cooking terms and definitions for main dishes, vegetables, salads, appetizers, and desserts.

6. Keep an index file of substitutions for ingredients, time-saving tips, tips on how to prevent failures, food likes and dislikes of friends.

7. If students add the denominators of fractions, let a group double the recipe correctly, and let another group double the recipe by adding the denominators. Waffles could be prepared in the room as a demonstration.

TRUCK DRIVER

A. CONCEPT: There is no end to the number of jobs the truck driver performs in our daily life.

B. Related occupations:

manager	dock supervisor
dispatcher	driver's helper
light truck driver	salesman
warehouseman	accountant

C. Suggested procedures:

1. Research and compare the responsibilities of the local driver and the road driver.

   Refer to the qualifications as required by the Interstate Commerce Commission.

2. Chart the types and size of trucks, the load regulations, type of fuel, cost of the fuel, miles per gallon.

3. Obtain forms which a trucker must fill out: load merchandise, billing, receipts, trip log.

4. The company has dispatched a driver from Vale to Salem with a truck load of furniture. Compute the distance via Highway 20 through Burns. Compare the distance via Highway 26 through John Day. Choose the route most efficient as to gas and mileage. Approximate the gas and mileage saved.

   The terminal at Salem directed the driver to pick up a load at Troutdale to be unloaded at Ontario. Choose a highway for the return trip. What was the mileage? Approximately what was the total cost of fuel for the round trip? What were the alternate routes?

5. Resource material may be obtained from The American Trucking Association, National Committee of Education, 1616 P. Street N.W. Washington 6, D.C.

A WORKER AND THE PAYROLL

A. CONCEPT: A worker should understand the bookkeeping involved in making out the payroll.

B. Related occupations: Any

C. Suggested procedures:

1. Have the students research the requirements that businesses must follow concerning overtime pay for workers.

2. Study worksheets of completed payroll sheets, some correct and others contain errors. Correct the errors.

Date	Name	Pay Class	Hours Worked	Over-Time Hours	Pay Rate		Gross Pay
Totals							

3. The students are given a payroll for a group of workers. They will make out a payroll for the workers.

4. Set up a wage scale with class ratings from I-V with an hourly rate for each class and a 40-hour regular work week. Time and one-half for all time over 40 hours in any one week, or 8 hours in any 1 day must be allowed. An agreement might be made:

a. A Class I worker receives the highest hourly rate as the work is dangerous. His regular work week is 38 hours, double pay for overtime with a limit of 4 hours.

b. An apprentice is Class V. He has day-shift assignments, his work is not specified, and he does not receive overtime.

c. Night-shift workers receive a bonus of 10 cents per hour for regular time and 15 cents for overtime.

class	rate	reg. hours
I		38
II		40
III		40
IV		40
V		

Divide the students into five groups. Rotate to five different stations, each station posing a different situation: Class assignment, day or night shift, overtime,... Fill out a payroll sheet.

5. To make students aware of the difference between wages earned and check received, have them evaluate and check a worksheet of payroll checks and the stubs itemizing the deductions: F.I.C.A., Federal and State income tax, retirement, union dues, etc.

6. Have the students compute salaries based on a variety of methods: commission on sales, weekly salary + commission, a percent of gate receipts.

AVIATION

A. CONCEPT: Aviation is playing a big part in our relationship with other nations.

B. Related occupations:

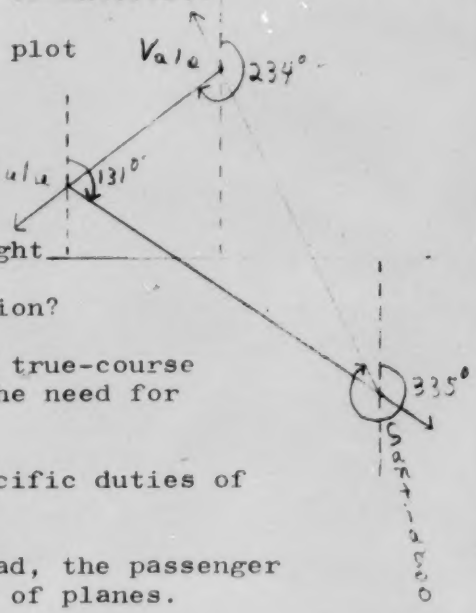
pilot	radio operator
co-pilot	flight dispatcher
flight navigator	stewardess
radio engineer	meterologist
flight engineer	aircraft mechanic

C. Suggested procedures:

1. Obtain air maps of the U.S. and other countries from principal airlines.

2. Plan a guided tour around the world. Read time tables and weather charts. Study aeronautical maps. File a flight plan. On a worksheet plot the cities to be visited. Chart the time of arrival at each point of interest.

On a worksheet for protractor practice, plot from 8 to 10 cities of the world.
City A - Where are you? Establish a north-south reference line, a 90 angle with the equator.
City B - Your destination? Establish ray of direction, always clockwise. Mark the angle arc. Measure the flight angle. Tabulate the findings.
Did the students reach the same conclusion?



3. Ask a pilot to come and present the true-course navigation formula. Have him discuss the need for filing a flight plan.

4. Research the qualifications and specific duties of each member of the flight crew.

5. Chart the kind of fuel, the fuel load, the passenger load, and cost to operate several types of planes.

Special vocabulary

true geographical direction	variation
drift angle	compass head
true heading	deviation
compass north	compass course

FIRE CONTROL

B.L.M.

A. CONCEPT: There must be organized control of fires to protect our public grazing lands and forests.

B. Related occupations:

radio operator
dispatcher
secretary
heavy equipment operator
time keeper

C. Suggested procedures:

1. Visit the fire yard. Notice the map for plotting fires when a fire report is received from lookout towers. Visit the radio room. Get a list of the code-call answering and receiving numbers. Learn the part radio plays in fire control.

2. Survey the types of work accomplished by the stand-by crews.

3. Get samples of some the forms which must be filled out in their record keeping, time sheets, etc.

4. Visit a look-out tower. Observe the working parts of measuring tool for locating fire and calculating the directional readings. Question the part the radio plays in their life on the tower.

5. Use a protractor to reproduce a map of malheur County. Locate lookouts, guard stations, radar stations which are located throughout the county and the headquarters at Vale. Plot fires from several of the towers.

6. On worksheets establish two or more towers. Locate a fire at the point of intersection directional readings. Use a scale of miles to locate a fire with compass-arc intersection and general quadrant direction. Use a protractor to give directional reading.

7. Find out method of transportation, feeding, bedding of fire crews.

8. Find out the secretarial duties. Time-keeping report forms, etc.

9. Make a report on the need for controlled-burning permits.

10. Research the part the helicopter and airplane plays.

Special vocabulary: borate, liaison officer, squad boss, crew boss, pumper truck, plotting.

SURVEYOR

A. CONCEPT: The work demands very exact measurements as each real-estate transaction depends on these measurements for a description of the boundary line. Where land is worth hundreds of dollars a square foot, an error of a fraction of an inch would be costly.

B. Related occupations:

building contractor
civil engineer

C. Suggested procedures:

1. Bring a transit to class. Measuring tools for horizontal and vertical findings.

2. On worksheets plot directional readings from a fixed point. Note the accuracy needed to return to the original fixed point.

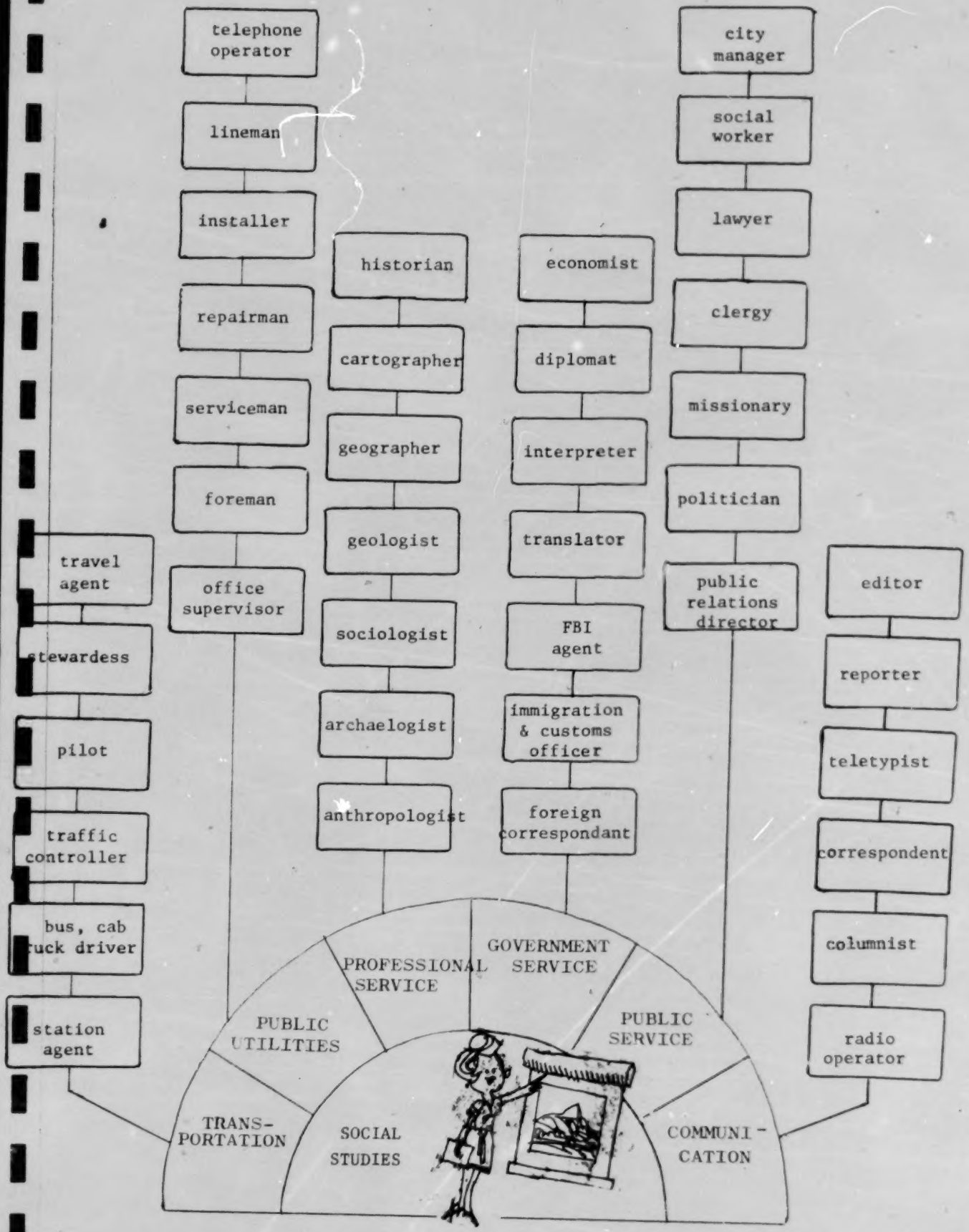
3. Plot readings on a worksheet using quadrants to give east and west directional readings. Using only the possibility of a 90° turn. Give the directional readings from north in a clockwise direction, thinking of a possible 360° turn. Chart the readings.

4. Visit the courthouse or get a photostatic copy and read some of the land descriptions. Plot them on graph paper.

5. Bring to class the descriptions from their parents deeds.

6. Have a surveyor tell the training he needed for his job.

SOCIAL STUDIES


telephone operator
lineman
installer
repairman
serviceman
foreman
office supervisor
historian
cartographer
geographer
geologist
sociologist
archaelogist
anthropologist
economist
diplomat
interpreter
translator
FBI agent
immigration & customs officer
foreign correspondant
city manager
social worker
lawyer
clergy
missionary
politician
public relations director
travel agent
stewardess
pilot
traffic controller
bus, cab truck driver
station agent
editor
reporter
teletypist
correspondent
columnist
radio operator
PROFESSIONAL SERVICE
GOVERNMENT SERVICE
PUBLIC UTILITIES
PUBLIC SERVICE
TRANS-PORTATION
SOCIAL STUDIES
COMMUNI-CATION

AUCTION

A. CONCEPT: Many occupations are involved in the exchange of goods or produce at an auction.

B. Related occupations:

auctioneer	veterinarian
truck drivers	herdsman
auction clerk	paymaster
groundskeeper	

C. Suggested procedures:

1. Take the students on a field trip to the local auction yards.

2. Invite an auctioneer to class as a resource person.

3. Ask some students to bring white elephants to school to be used in a school auction. (Be sure to have some items that would be more desirable than others.)

4. Discuss with students the purpose of an auction.

5. If you are working with a large group, divide into groups of 3 to 5 and let only one person bid for the group.

6. Each group of students draw cards before the auction to find out how much money they have to spend. (no charging or borrowing)

7. The buyers should be given an opportunity to look over the items to be auctioned off before the sale begins.

8. Have one student act as paymaster and collect money paid for each item.

9. This can also be good opportunity to teach the economy of supply and demand.

FOLLOW A COW TO MARKET

A. CONCEPT: Many occupations are involved with the processing and marketing of a familiar product.

B. Related occupations:

rancher
feed lot operator
veterinarian
ranch workers
sale yard personnel
slaughter house personnel
retail personnel (grocer, etc.)
feed producer

C. Suggested procedures:

1. Discover, by pretest or discussion, how much is known about beef (recognize cuts of meat by name, picture, or other means).

2. Discuss prices of meat, how family uses it, where purchased, etc.

3. Follow through (with field trips and visitors to school) the above occupations. Observe the skills, background, training, etc., of all careers involved.

4. Make a graph or chart showing the stages of production observed during the study. The chart or bulletin board may be pictorial, using illustrations of the career people.

PLAN A FLIGHT

A. CONCEPT: It takes a large number of occupations to maintain an airport successfully and safely.

B. Related occupations:

pilot	co-pilot
stewardess	navigator
meteorologist	airline dispatcher
aircraft mechanics	flight engineers
cargo crew	traffic agents
air traffic controller	custodians
ground radio operators	teletypist
caterer	

C. Suggested procedures:

1. Take students on a field trip to an airport. Ask to be taken behind the scenes to see people on the job.

2. Have class plan a simulated air trip.

3. Advertise the plane's availability and the route it will take.

4. Have students research how many hours a passenger plane can fly before it has to have a complete overhaul.

5. Have a student sell tickets for flight.

6. Have captain and co-pilot confer with the meteorologist about weather conditions.

7. Have captain and co-pilot, along with airline dispatcher, prepare a route at the altitudes which will offer the best weather and wind conditions.

8. The pilot and co-pilot then have the route approved by the FAA air control personnel.

9. The co-pilot then computes the flying time, checks the plane for mechanical safety, checks the plane weight and decides how much fuel will be needed.

10. The stewardess checks the interior of the plane for passenger comfort, makes sure it's clean and checks to be sure they will have enough food on board.

11. The traffic agents make sure they don't sell more tickets than they have seats available, and that cargo space and weight remain at safe levels for the plane.

12. As a means of concluding the activity, sponsor a paper airplane flight contest. The winner would be the plane that flies the greatest distance in the straightest line. (Be sure no material is used but paper and glue.)

INDUSTRIAL OCCUPATIONS

A. CONCEPT: Local industries can pose as a valuable source of information on a large variety of occupations.

B. Related occupations:

production managers	patent office worker
personnel manager	architect
office workers	mechanics
nurses	assembly line worker
truck drivers	millwrights
labor union workers	warehouse men
sanitation engineers	carpenters

C. Suggested procedures:

1. Explore with students how the invention of canning helped man explore the world.

2. Discuss with students how the division of labor increases output in a factory.

3. Discuss with students why mass produced items can be sold cheaper.

4. Discuss with students the needs of industry before developing in a community: power source, water, raw materials, transportation, labor source, etc.

5. Have students view and discuss the sound filmstrip "The Jelly Bean Factory."

6. Take students on a field trip to a local industry. View and interview people on job. Discuss job responsibilities and expectations.

7. Have an officer from a local industry come to school and discuss why area was chosen for industry.

8. Have students create a mock industry going through all phases from: planning, raising capital, building, finding market, getting raw materials, hiring labor, producing product, shipping and marketing.

THE FUNERAL

A. CONCEPT: Everyone needs a realistic view of the occupations and necessary duties dealing with death.

B. Related occupations:

funeral director	organist
beautician	mortician
embalmer	barber
minister	florist
grave digger	printer

C. Suggested procedures:

1. Discuss with students unusual funeral customs and epitaphs.

2. Let students choose a famous personage and write his/her epitaph. Share with class.

3. Take a field trip to one of the local funeral homes and talk with the director.

4. Have students gather necessary information and plan a funeral.

IT'S THE LAW

A. CONCEPT: The difference between a natural law and a moral law is a matter of choice.

B. Related occupations:

lawyer	guards & watchmen
judge	truant officers
psychologists	jurist
rehabilitation counselors	law clerk
justice of the peace	
police officers (local, county, state & federal)	

C. Suggested procedures:

1. Illustrate the law of gravity by having students:
   a) extend arms out and hold until they tire.
   b) drop some simple object.
   c) observe an object rolling down an incline plane.

2. Under guided discussion, elicit from the students the following prime characteristics of a natural law, such as the law of gravity:
   a) it must be obeyed.
   b) it is impartial.
   c) it requires no moral responsibility on the part of those who obey it.

3. A demonstration of other natural rules might be to have two students attempt to sit in the same space.

4. Next have students cut out any articles from the news media that demonstrates the consequences of man's attempting to disobey natural rules. Share clippings found with the class.

5. Teacher then elicits fact that failing to complete an assignment is not breaking a natural rule, but a moral rule is broken.

6. Next discuss with students the idea of punishment, and how ancient, middle, and modern civilization looked upon punishment:
   a) retribution
   b) retaliation
   c) revenge
   d) righting a wrong
   e) reforming the wrong doer
   f) deterrance of wrongdoing by others

7. Have student committees interview law officers and members of the court and report to class.

8. A field trip to observe a trial in action would be beneficial as culmination.

OCCUPATIONS RELATED TO EDUCATION

A. CONCEPT: The field of education offers a variety of occupational opportunities.

B. Related occupations:

classroom teacher in public schools
principal
superintendent
secretary
band director
choir director
special reading teacher
teaching aides
bus driver
custodian
cook
school nurse
state education positions
county offices
college professor
coach
college food service workers and Director

C. Suggested procedures:

1. Have a buzz sessions in small groups discussing "If I were a teacher_____".

2. Have students write descriptions of the ideal teacher. Share with group.

3. Take a field trip to a neighboring college, briefing students in advance as to the many areas of instruction and staff positions.

4. Allow a student to plan and conduct a class. May also team-teach. Make this a weekly procedure.

5. Roleplay simulated situations where above occupations play a part.

6. Have a person from another school come in to answer questions about his profession.

7. Write a projected course of study for a particular teaching area, using college catalogs or other references.

LOCAL GOVERNMENT

A. CONCEPT: Good citizens need insight on workings of city government.

B. Related occupations:
   mayor
   council members
   law enforcement personnel

C. Suggested procedures:

1. Have student committee attend a city council meeting and report back to classmates.

2. Invite speakers involved in city government to talk to the students.

3. Have the students make a study of local codes.

4. Have students review voting procedure at the local level.

5. Show the film,"Changing the Law," to the class.

6. Have students from each class vote on a mayor and city council.

7. Have the remainder of the class get together in small groups and decide on some business to be carried on. (Especially good is a plan to change a school rule or to make a new one.)

8. Let students complete steps of presenting material (petition?) to council.

9. The students on council then proceeds as observed in visits and on films.

FEDERAL GOVERNMENT

A. CONCEPT: Good citizenship requires a basic knowledge of how elected federal officials are chosen.

B. Related occupations:

president	senators
vice-president	representatives
appointed officials	

C. Suggested procedures:

1. School simulation of an election. (If possible tie in with student body elections.)

2. Homerooms can be mock states.

3. Have students register for voting. (If student doesn't register by deadline he/she is not allowed to vote.)

4. Have students interested in holding office file a petition to run.

5. Have students vote in a primary election where party candidates and electors are voted on.

6. Set aside time for students to make speeches and hold the final election.

7. Have students keep the rules and procedures as close to reality as possible.

8. After election let the elected officals make appointments to those positions that are appointed.

9. Invite a local politician to visit class.

10. Have students list all the occupations they can think of where the salaries are paid with tax money. Compile a class list.

11. Have students watch TV coverage during an election year.

12. Have students break up into small "buzz session" groups and discuss the questions formulated by class.

13. After the students have completed "buzz sessions" have them report to entire class.

14. Invite a resource person from the Bureau of Land Management or other government funded occupation as a guest speaker.

CLUSTER COLLAGE

A. CONCEPT: A visual method of studying job clusters can be very effective.

B. Related occupations:

1. The jobs found in the fifteen job clusters.

Agri-business and Natural Resources
Construction
Fine Arts and Humanities
Manufacturing
Personal Services
Business and Office Work
Consumer and Homemaking
Health
Marine Science
Public Service
Communication and Media
Environment
Hospitality and Recreation
Marketing and Distribution
Transportation

C. Suggested procedures:

1. Have the students, over a designated period of time, gather pictures and words representing various occupations within a given cluster.

2. Encourage students to bring empty boxes to class. (Oatmeal, stationery, mailing tubes, small cartons, etc.)

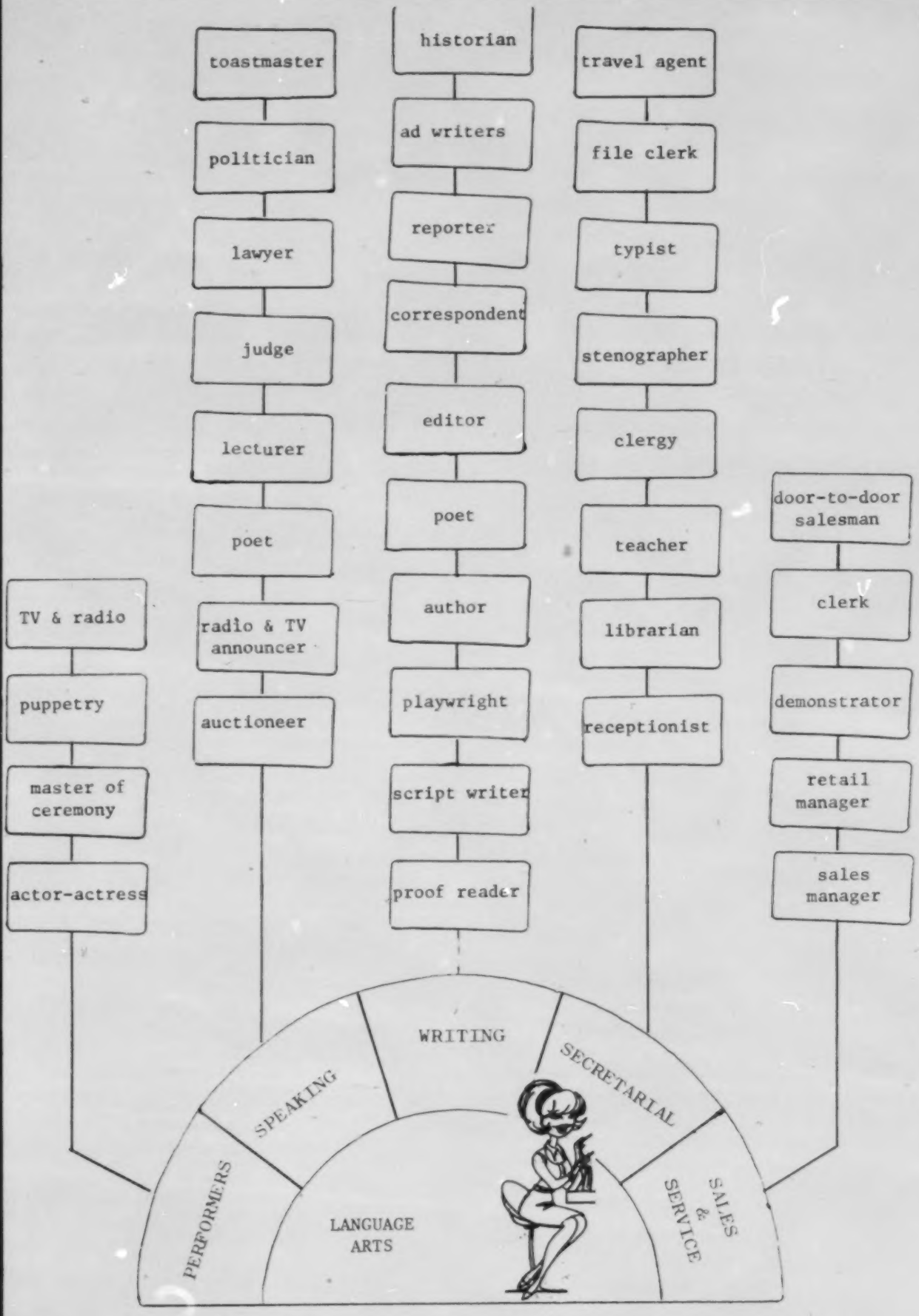
3. Have students experiment by arranging boxes in various juxtapositions.

4. Secure one box to another by adhering them with a strong glue, using string or large rubber bands to hold boxes until glue sets.

5. After the sculpture is completely dry, cover the surface areas with the collage pictures and words that represent occupations of a given cluster.

6. Hang the cluster collages as mobiles.

LANGUAGE ARTS


toastmaster
politician
lawyer
judge
lecturer
poet
radio & TV announcer
auctioneer
historian
ad writers
reporter
correspondent
editor
poet
author
playwright
script writer
proof reader
travel agent
file clerk
typist
stenographer
clergy
teacher
librarian
receptionist
door-to-door salesman
clerk
demonstrator
retail manager
sales manager
TV & radio
puppetry
master of ceremony
actor-actress
WRITING
SECRETARIAL
SPEAKING
PERFORMERS
LANGUAGE ARTS
SALES & SERVICE

FIELDS RELATED TO PROFESSIONAL WRITING

A. CONCEPT: There is wide opportunity for people who are talented in the area of writing.

B. Related occupations:

politician
playwright
poet
novelist
travel writer
historian
biographer
advertising writer
script writer - TV, radio, stage, films
proof reader
stenographer
comedian
lecturer
editor
minister
teacher
lawyer
ghost writer
reporter
columnist
teacher

C. Suggested procedures:

1. Have students write political speeches and present to class. Involve local controversial issues.

2. Have students interview an elderly person regarding some aspect of local history.

3. Have students read three biographical sketches. Then write one of "My most unforgettable Character".

4. Write a series of unrhymed poems.

a) haiku
b) cinquain
c) "I wish_____".
d) "I remember_____".
e) Death
f) Nature poem

5. Make a cardboard, cloth covered booklet in which poems are "published".

6. Visit a local writer; listen to him describe his training, his work, and his lifestyle.

7. Study sports pages of newspapers. Pick out slang related to sports reporting. See who finds most.

8. Groups of five write on episode of a soap opera. May be satirical.

Fields related to professional writing, cont.

9. Visit a trial to observe presentation of case by lawyer.

10. Vocabulary games.

11. Write advertisements using snob appeal, bandwagon approach, overgeneralization, keeping up with the Joneses.

12. Look through advertising for examples of "Women's liberation".

13. Look for examples of sex-stereotyping.

(The last 2 or 3 items could go under "advertising" heading.)

CAREERS IN ADVERTISING

A. CONCEPT: People are constantly bombarded by results of those in an advertising career.

B. Related occupations:

advertising copywriters
advertising managers
advertising workers
advertising artists and layout men
advertising production managers

C. Suggested procedures:

1. Ask students if they are influenced by advertising when they spend money.

2. Ask them to name ways they might buy influence.

3. Have students list the number of commercials they hear in any thirty minute period of a commercial radio broadcast.

4. Have students list the number of commercials they see in any thirty minute period of a commercial TV broadcast.

5. Have students list the number of pages in the daily local newspaper where at least one-third of the page is devoted to advertisements.

6. Have students develop a bar of picture graph showing the amount of advertising in the various media.

7. Invite two different types of resource people in:

a) one who creates the advertisements
b) one who buys advertisement time or space for his product

CREATIVE WRITING AS A PROFESSION

A. CONCEPT: Learning to write correctly and imaginatively can benefit a person in many occupations.

B. Related occupations:

teaching	newspaper work
librarian	ministry
author of articles, books	politics
poet	rodeo and TV scripts
playwright	advertising

C. Suggested procedures:

1. Discuss the meaning of "creative writing" as opposed to factual, journalistic writing. Elicit answers from class as to areas of work where this skill would be valuable. See who can find the most: compile a list for all to record.

2. Have the class do some individual and group creative writing projects. The kit "People Projects", contains valuable ideas for "getting started".

3. Take a guided tour through a large library in the area. Write impressions.

4. Have students find and share examples of imaginative writing from newspapers and magazines. Are the authors primarily writers or are they in other occupations? Have students make a bulletin board from clippings.

5. Have students imagine they are in one of the above work areas. Have them describe themselves in their work and as people. They may use reference material.

6. Interview and English teacher about preparation and rewards of the profession. Write up as a newspaper article.

7. Have an author and/or poet visit the classroom and read and discuss his own work, his lifestyle and rewards.

8. Have students write advertising copy for an imaginary product, working in groups of three. Illustrate and mount on posterboard.

9. Using records and tape recorder, working in small groups, write and present a radio or TV program: Mystery, soap opera, news or eye-witness sports event.

10. Emphasize that all workers are also citizens; have students write "letters to the editor" or to a lawmaker on some current issue.

OCCUPATIONS IN ADVERTISING

A. CONCEPT: The advertising field offers a variety of interesting job possibilities.

B. Related occupations:

copy writer
ad salesman
layout artist
photographer
proofreader
design artist
printer
commercial artist
teacher (in journalism school or college)
fashion artist
TV programmer
movie cameraman
actor
calligrapher
dancer
researcher (psychologist)
window decorator
recording technician
makeup artist
model
film technician

C. Suggested procedures:

1. Spend a class period discussing the nature of advertising: What is the relationship to propaganda? What are some examples of sweeping generalizations, snob appeal, bandwagon approach, exaggeration, appeals to basic drives.

2. Find example of advertising which are somewhat misleading.

3. Working in small groups, using magazines, compile an ad for an imaginary product.

4. Using tape recorders, prepare commercials for radio. Include actors to simulate TV commercials.

5. Invite a photographer to class to discuss his profession in relation to advertising.

6. Visit the local newspaper; observe workings of ad department in all aspects from sales to layout.

7. Using want ads, "spend" a given amount of money on automobile, real estate, miscellaneous.

8. Write a want ad selling miscellaneous items, eliminating all unnecessary words for economy.

9. "Sell" a favorite book or other product to the class.

THE WORLD OF LIBRARY

A. CONCEPT: The area of library encompasses a variety of occupations other than the person who sits behind the desk.

B. Related occupations:

bookbinder
research librarian
children's librarian
art consultant (many libraries loan or rent and display artwork)
story teller
book repair specialist
library designer
museum librarian
supervisor of archives
film librarian
college librarian
public school librarian
library aide
teacher

C. Suggested procedures:

1. Visit the largest public library in the area, observing various occupations represented.

2. Read folk tales; prepare to tell them with dramatic gestures and style. Tell them to classmates or younger children.

3. Visit art gallery in nearby library. Have art consultant describe lending and/or displaying procedures.

4. Have students write stories or poems, binding books with cloth-covered cardboard. Add to classroom "library".

5. Appoint a classroom librarian to check out and keep in order all paperbacks and magazines. Change weekly.

6. Learn Dewey Decimal System.

WRITING OCCUPATION

A. CONCEPT: Creativity is a big bonus in the field of writing.

B. Related occupations:

reporters	copyreading
editing	feature writing
text book author	technical writers
novelist	poet

C. Suggested procedure:

1. After reading and studying the short story and its writing essentials invite a local author in as a resource person.

2. Have the students write a short story about one of the following themes:

   a) A man who never realizes that his poor attitude toward his work causes his repeated failure.

   b) A person fails in his occupation because he is not dependable.

   c) A newly married girl realizes her husband's occupation as school custodian has dignity.

3. Have the students experience poetry writing using the "Syllable Poem" pattern.

4. Have the students take a field trip to Caxtons in Caldwell.

5. Have the students develop a people pyramid showing people involved in writing and publishing a book.

SALESMANSHIP

A. CONCEPT: Many occupations involving salesmanship depend upon speech skills.

B. Related occupations:
   auctioneer
   sale yard owner-manager
   door-to-door salesperson
   home demonstation representative

C. Suggested procedures:

1. Field trip to an auction. Observe the occupations involving selling.

2. Invite an auctioneer to class for demonstration and interview.

3. Bring "white elephant" items to class for an auction.

4. Videotape record (for self-evaluation) students practicing salesmanship skills. Role play the parts of customers and salespersons.

5. Invite a home demonstration agent to class to demonstrate skills, discuss background and training.

NEWS REPORTER

A. CONCEPT: News media presents both factual material and opinions of individuals.

B. Related occupations:

news reporter	printing pressman
editor	photoengraver
typists	proofreader
type setters	computer programer
printing technician	pressmen
mailers	newspaper boys
linotype operators	cameraman
lithographic artist	platemaker

C. Suggested procedures:

1. Divide the class into small groups and have each group choose a group reporter who then leaves the room.

2. Each group will then have a previously chosen news disseminater who will read a news release. (Can be about any factual event.)

3. After the news release has been read, have the reporter come back into the room and interview three people in their group, briefly write a report and then read it to a member of a different group.

4. This student will then report to the entire class.

5. Take the students on a field trip to a paper office to observe various occupations.

6. Determine jobs for students in class. (Editor, Cartoonist, Reporters, etc.)

7. The object is to print an edition of a newspaper using the information in a subject matter as material. (For example: Unit on early Greece could have head story on battles, editorial and cartoons on student opinion of events at that time.) Advertising should be included.

WRITING FOR A NEWSPAPER

A. CONCEPT: Newspaper reporting involves using a basic structure common to the trade.

B. Related occupation:

reporters	copyreading
editing	feature writing

C. Suggested procedures:

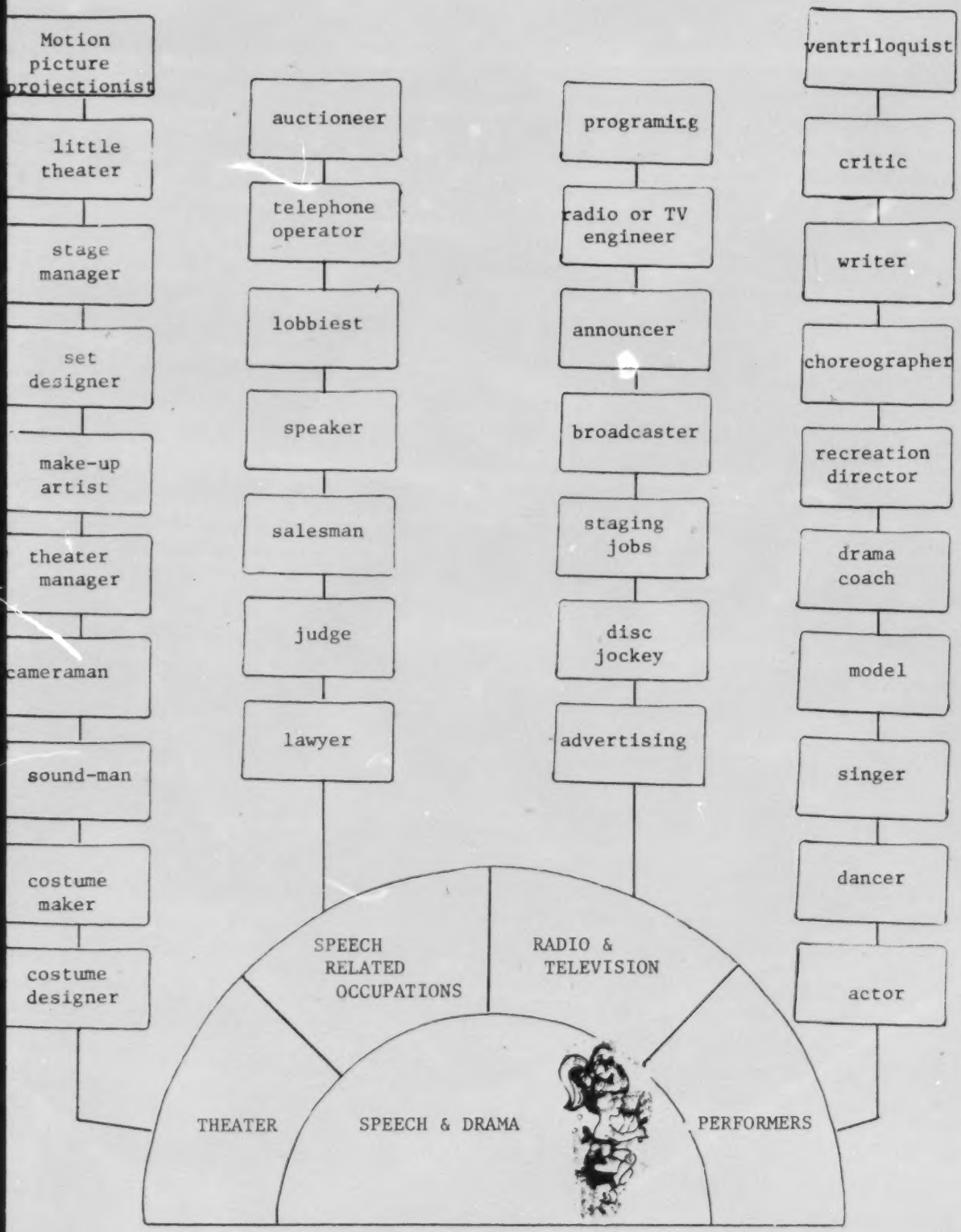
1. Discuss the difference between the structure of the short story and the structure of a news story.

2. Have students worked with worksheet on how to write a news story.

3. Plan a field trip to a local newspaper to see how a paper is set up.

4. Have a news reporter come to class as a resource person.

5. Have the students write a news story about a famous event in history using proper form.


Motion picture projectionist
little theater
stage manager
set designer
make-up artist
theater manager
cameraman
sound-man
costume maker
costume designer
auctioneer
telephone operator
lobbiest
speaker
salesman
judge
lawyer
programing
radio or TV engineer
announcer
broadcaster
staging jobs
disc jockey
advertising
ventriloquist
critic
writer
choreographer
recreation director
drama coach
model
singer
dancer
actor
SPEECH RELATED OCCUPATIONS
RADIO & TELEVISION
THEATER
SPEECH & DRAMA
PERFORMERS

COMEDIAN

A. CONCEPT: Entertainment. There are many areas in the entertainment field that need the act or touch of a comedian to highlight the act.

B. Related occupations:

impersonator
singer
disc jockey
announcer for T.V. or radio
musical actor-actress
musician
writer

C. Suggested procedures:

1. Invite a community comedian to perform for the class. Or if possible, a professional comedian.

2. Ask comedian to explain to class his background and how he came to be a comedian.
   a) Wages
   b) Chances for performance
   c) Need in community or area

3. Have students perform as comedians, writing their own materials.

THEATER OCCUPATIONS

A. CONCEPT: **Theater** occupations may include live performance or movies; behind the scenes jobs. Most people will be involved with performing as an avocation rather than a career.

B. Related occupations:

- actor
- actress
- play-wright
- cameraman
- costume design
- make-up person
- stage manager
- drama coach
- advertising personnel
- critic
- projectionist
- theater manager
- other theater personnel

C. Suggested procedures:

1. View a play (either professional or nonprofessional). Observe all job possibilities. Visit with the participants to discover their background, training, skills, etc.

2. Produce a play, providing practice in the above "behind the scenes" skills.

3. Visit a local theater, closely observing the various job opportunities.

4. Write a play to produce.

5. Videotape record a school play.

6. Simulate a theater. Invite other students to view a film (use own recorded play, rental, or from school collection).

7. Develop advertising for a play (posters, news articles and advertisements, live announcements, etc.).

8. Critic a play. Write a review as for a newspaper or magazine. Compare your views with the other viewers.

ORAL COMMUNICATION

A. CONCEPT: Many occupations rely on a pleasant voice and the ability to communicate orally.

B. Related occupations:

TV-radio announcer
receptionist
telephone service (time-weather)
telephone solicitors
telephone operator
professional speakers
reader for the blind
minister

C. Suggested procedures:

1. Have the students individually speak into a tape recorder for at least two minutes apiece. Give each student a number, not consecutive so that identity is not revealed.

2. Have students listen to recorded voices and determine if the voice quality would be an asset to an occupation involving oral communication.

3. Field trips could be taken to the following businesses: radio or television station, telephone office in Payette where there is a switchboard, business with a full time receptionist and a library where material is recorded for the blind.

4. Contact the Bell Telephone Company in Boise to arrange for free instructional materials and teletraining equipment.

5. Contact Link's School of Business in Boise and see if they have any training tapes dealing with problem business calls.

6. Discuss with students the proper methods of gaining information from the telephone operator, making a long distance telephone call, calling collect, etc.

7. Discuss the need to improve listening skills, emphasize the fact that we think seven times as fast as we speak so often our minds wander when listening.

8. Discuss listening skills of fact sheet with students.

9. Tape some business-call situations and have students participate in the listening and responding to the caller.

10. Take advantage of the teletraining equipment and have students role-play problem telephone situations.

COMMUNICATIONS

A. CONCEPT: The communication trades deal with a wide variety of occupations.

B. Related occupations:

- radio or TV announcer
- newsman
- producer
- director
- cameraman
- program director
- electrician
- lighting personel
- education and public affairs director
- make-up artists
- film editor
- continuity writer
- broadcast technician
- manager
- repairmen
- sales manager
- copywriter
- sound effects personnel
- free lance actors
- music librarian
- scenic designers
- film librarian

C. Suggested procedures:

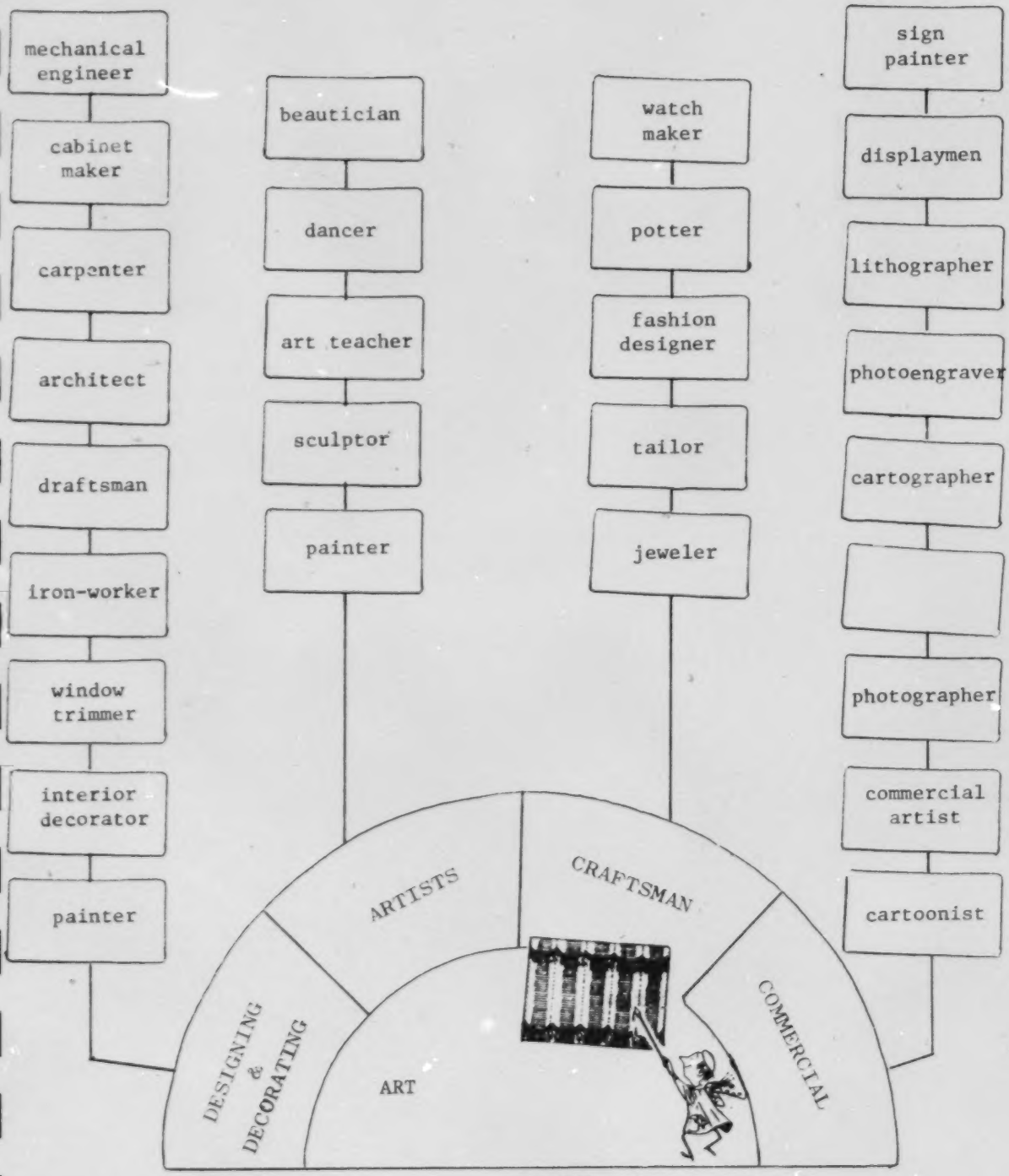
1. Take students on field trip to a radio or television station.

2. Set up a simulated radio broadcast for a day and/or if a video camera is available a simulated television broadcast for a day.

3. Give students a chance to apply for jobs such as listed under related occupations.

4. Be sure the managers and other administrative and program directors co-ordinate the entire program, making all activities fit into time slots.

ART


mechanical engineer
cabinet maker
carpenter
architect
draftsman
iron-worker
window trimmer
interior decorator
painter
beautician
dancer
art teacher
sculptor
painter
watch maker
potter
fashion designer
tailor
jeweler
sign painter
displaymen
lithographer
photoengraver
cartographer
photographer
commercial artist
cartoonist
ARTISTS
CRAFTSMAN
DESIGNING & DECORATING
ART
COMMERCIAL

FINE ARTS IN OCCUPATIONS

A. CONCEPT: Background in fine arts is a valuable tool in a variety of areas.

B. Related occupation:

fine arts	teaching
crafts	welder
advertising	cartoonist
shop management	draftsman
sign painting	jeweler
interior decorating	art shop
clothing design	window designer
architecture	

C. Suggested procedures:

1. Brainstorm about the relevancy of the world of art to the world of work. Allow students to discuss at length whether art is a "frill" or a valuable training area.

2. Visit a college art department, allowing students to meet and visit with instructors, artist-in-residence and students. Visit an art gallery and, if possible, an artist's studio.

3. Have all students cut out a paper figure from a magazine or catalog and design a costume for it. This should be open ended - those who enjoy it may do the whole family.

4. Have everyone print his or her name in oversize, color print or a piece of tagboard, using any style. Ideas may be taken from magazines. Students may do poster-type slogans.

5. Walk to Hansen's Welding Shop in Vale. Find out facts about training needed or visit welding shop at T.V.C.C.

6. Have Dr. Pobanz give a talk about his hobby of metal sculpture.

7. Visit the Payette Dome and the "new" swimming pool in Payette. Talk to the architects who built these. One student could prepare and conduct a phone interview.

8. Have students find information on how to cartoon and its history; have each student do at least one caricature of another student. They may work in pairs.

THE WORLD OF POTTERY

A. CONCEPT: Knowledge of hand-crafted pottery offers a choice of several occupations.

B. Related occupations:

exhibitor of individual pieces
supplier of art shop
worker in a large commercial mass-producing pottery
salesperson in a pottery shop
designer of ceramic ware
clay processor
pug mill operator
teacher
soil analyst
clay
excavator

C. Suggested procedures:

1. Visit the pottery department of a nearby college.

2. Interview a professional potter about training, study, and lifestyle.

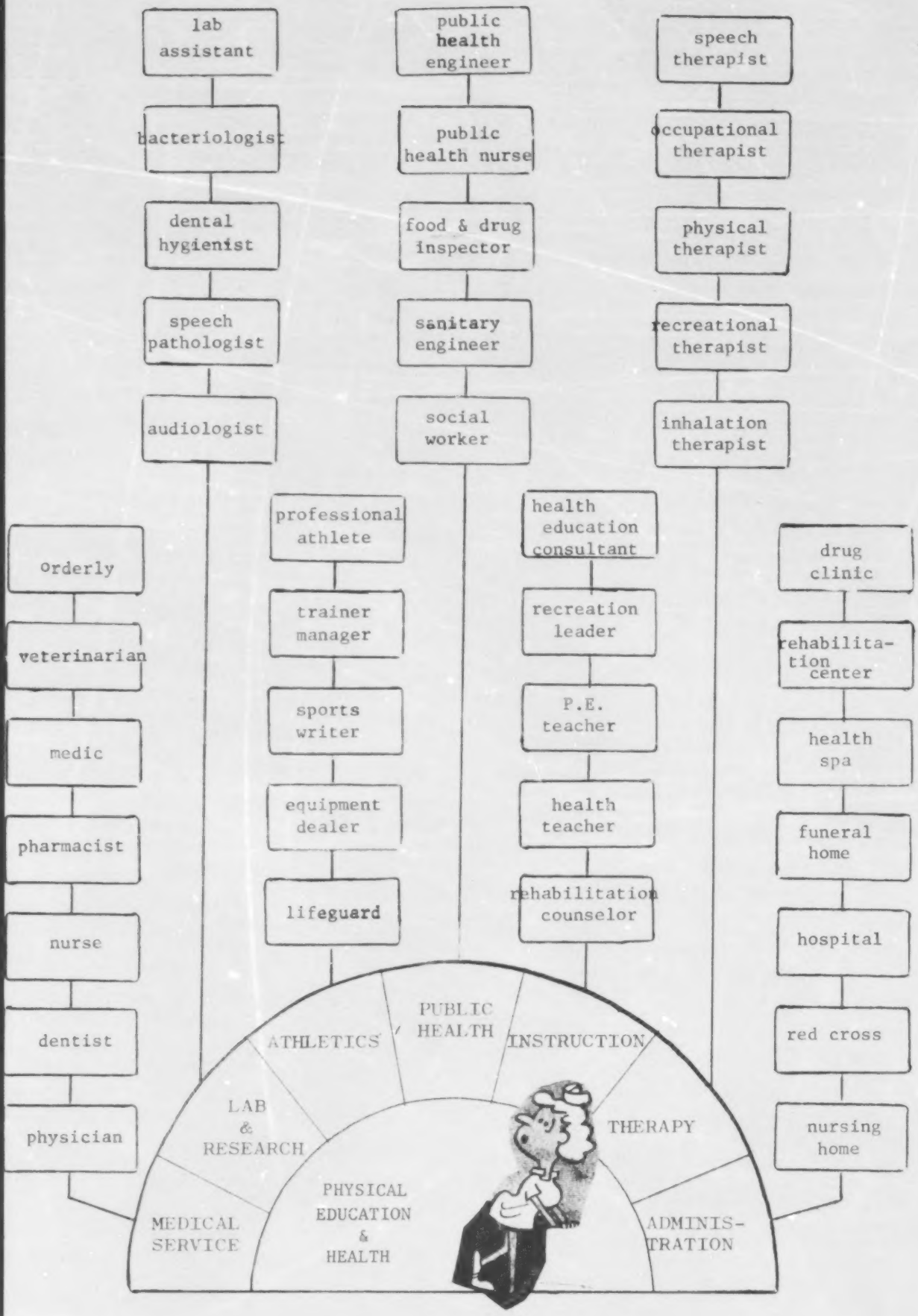
3. Dig clay and process it by hand over a period of several days - strain out impurities, mix and wedge to proper consistency. Experiment.

4. Watch film on "Native Arts and Crafts of Mexico", which has excellent section on pottery.

5. Make handbuilt clay items:
   a) simple pinchpot
   b) roll out decorative tile-design by pressing objects into clay
   c) make cylindrical pot or cup
   d) fire and glaze; refire

6. Visit an art gallery in a city.

HEALTH & PHYSICAL EDUCATION


lab assistant
bacteriologist
dental hygienist
speech pathologist
audiologist
public health engineer
public health nurse
food & drug inspector
sanitary engineer
social worker
speech therapist
occupational therapist
physical therapist
recreational therapist
inhalation therapist
orderly
veterinarian
medic
pharmacist
nurse
dentist
physician
professional athlete
trainer manager
sports writer
equipment dealer
lifeguard
health education consultant
recreation leader
P.E. teacher
health teacher
rehabilitation counselor
drug clinic
rehabilitation center
health spa
funeral home
hospital
red cross
nursing home
ATHLETICS
PUBLIC HEALTH
INSTRUCTION
LAB & RESEARCH
THERAPY
MEDICAL SERVICE
PHYSICAL EDUCATION & HEALTH
ADMINIS-TRATION

OVERVIEW OF HEALTH OCCUPATIONS

A. CONCEPT: Health occupations include many more careerists than doctors, dentists, and nurses, the three occupations most publicized.

B. Occupations: General health occupations which students discover for themselves.
Examples:
1. ambulance attendants
2. fire department
3. county and state public health personnel
4. school officials
5. community service groups

C. Suggested procedures:

1. Analyze news clippings related to health such as: medical discoveries, new hospitals, nursing home construction, accidents, animals requiring veterinary care, pollution control or food and drug laws.

2. Pretest by having students list health careers known to them. A number of additional identifying characteristics could be listed as work setting or effect of the career on the health of the general public.

3. Have students organize committees and delegate separate responsibilities. Determine the number of people by occupations required to provide health services. Select a problem, such as a flood, earthquake, automobile wreck, or fire. An evaluation then follows to determine if services are adequate. The teacher could help guide the students by such questions as:

a) Were sufficient ambulance drivers and attendants provided to remove the injured to hospitals? If not, which committee should have assumed this responsibility?

b) Was the fire department crash and rescue crew called if they were needed for such incidents as airplane or truck-tanker crashes?

c) Was a resuscitator crew placed on stand-by duty?

d) In the event of a flood or a contagious disease outbreak, was the county health officer notified that domestic water sources may have been polluted? Was the state Board of Health epidemiologist consulted so he could notify the Public Health Service of vaccines or other epidemic control drugs which should be flown in?

e) Was the superintendent of schools notified? Was it necessary for him to close the schools to prevent spread of an epidemic?

f) Were Boy Scouts needed to direct traffic in a disaster situation?

THE VALUE OF RECREATION

A. CONCEPT: An important part of planning a person's life role is developing ways to spend leisure time. Recreation keeps mind and body alert.

B. Related occupations: Any

C. Suggested procedures:

1. Discuss the types of activities carried on by students in leisure time.

2. Discuss recreational activities of own family.

3. Compare physical effort involved in jobs of parents and their recreational activities. (For example: Does your father work indoors at a desk and spend his leisure time in an outdoor sport?)

4. Discuss geographic location of occupations. List recreational possibilities of the area.

5. During career interviews, ask the person how he or she spends leisure time.

6. Invite a doctor, physical therapist, etc., to speak to the class on the importance of good health and recreation.

7. Study the retired people in the community. How have they planned their leisure time?

8. Have the class share hobbies and recreational interests of their own.

9. Recreational activities, especially individual sports, should be introduced in physical education classes.

ACTIVE PHYSICAL EDUCATION RELATED CAREERS

A. CONCEPT: Students in the exploration phase of Career Education can gain experience in physical education related careers by working with younger students.

B. Related occupations:

1. referee, umpire
2. coach
3. physical education teacher
4. trainer
5. manager

C. Suggested procedures:

1. Observe an elementary physical education teacher working with children.

2. Plan a game for children.

3. Direct a group of younger students in a game or sport.

4. Assist an elementary physical education teacher or coach in a sport.

5. Referee or umpire a Little league game in your area.

6. Invite a local speaker from the occupations listed above. In many instances it may be an avocation.

7. Study the rules of a particular sport and prepare self-test.

8. Become familiar with apparel of officials.

9. Invite a referee or umpire to class to speak. Simulate various playing situations and observe the official in action.

10. Become familiar with terms used by officials.

11. Observe films of games. Try to out-guess the coach on the calling of plays when possible.

DENTAL AND RELATED OCCUPATIONS

A. CONCEPT: There are many occupations related to dental care.

B. Related occupations:

dental assistant
dental hygienist
dental lab technician
orthodontist
oral surgeon
peridentist - gum specialist
custodian
secretary
dentists

C. Suggested procedures:

1. Have a dentist come in and talk about his experiences in dentistry.

2. Take classes to dentist office and have dentist show class all of the equipment a dentist uses.

3. In class have the students act out the different professions in Dentistry.

4. Have the other related professions come in and talk to the class.

TRAINER

A. CONCEPT: Occupations related to working with the physical well being of amateur and professional athletes are varied.

B. Related occupations:

trainer
medic
physician
physical therapist
recreational therapist
inhalation therapist

C. Suggested procedures:

1. Invite an athlete to talk with students about his profession.

2. Have students wrap or tape different parts of the body.

3. Invite a physical therapist in to talk to class about restoring the injured body parts.

COACHING

A. CONCEPT: Coaching occupation involves a great deal of knowledge of equipment, wide range of sports, fair play and knowledge of officiating.

Related occupations:

coaching
trainer
equipment dealer
P.E. teacher
referee, umpire

Suggested procedures:

1. Invite a coach to talk about all aspects of coaching in any sport.

2. Open discussion.
   a) What's the pay?
   b) Discuss the psychology involved in sports.
   c) Discuss equipment involved in sports.

3. Invite a sporting goods salesman to talk to class about equipment.

HABIT FORMING DRUGS

A. CONCEPT: The knowledge of the use of drugs is important in everyday life, in addition to many occupations.

B. Related occupations:

police officer
medical profession - doctors and nurses
narcotic agent
F.B.I.
pharmacist
chemistry - criminological

C. Suggested procedures:

1. Have a police officer come in and tell the class of his experience with drugs and the law.

2. Have the students ask questions concerning habit forming drugs.

3. Have someone from the medical profession talk to the class about drugs.

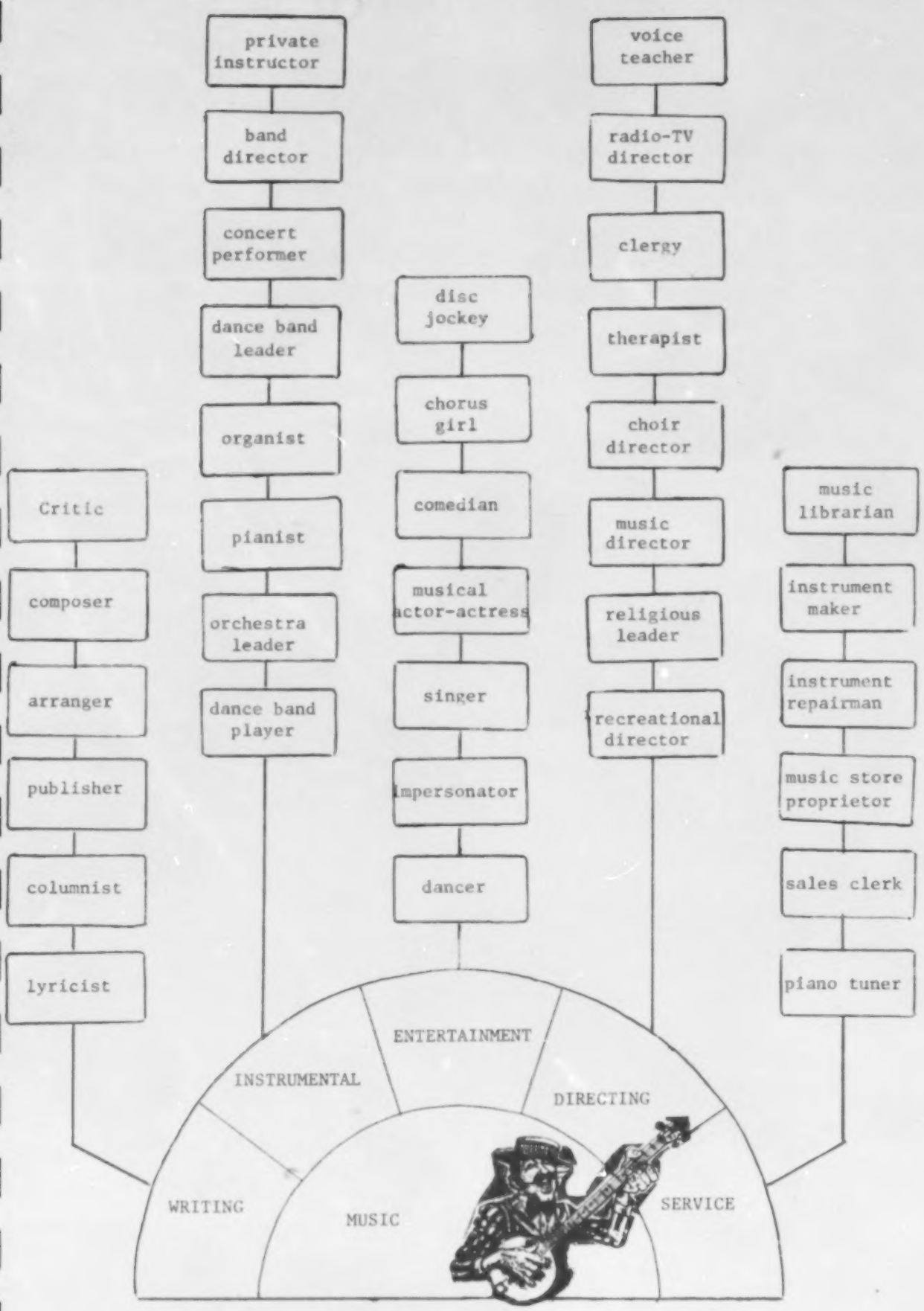
4. Have the police officer tell about job of narcotic agent.

5. Have the students ask questions concerning narcotic agent.

6. Have a pharmacist come in and talk to the class about overuse of drugs.

7. Have the police officer talk about the F.B.I. and criminological chemistry.

MUSIC


private instructor
band director
concert performer
dance band leader
organist
pianist
orchestra leader
dance band player
voice teacher
radio-TV director
clergy
therapist
choir director
music director
religious leader
recreational director
disc jockey
chorus girl
comedian
musical actor-actress
singer
impersonator
dancer
Critic
composer
arranger
publisher
columnist
lyricist
music librarian
instrument maker
instrument repairman
music store proprietor
sales clerk
piano tuner
ENTERTAINMENT
INSTRUMENTAL
DIRECTING
WRITING
MUSIC
SERVICE

VOCABULARY OF THE WORLD OF MUSIC

A. CONCEPT: Proper knowledge of music vocabulary accenting all the related musical occupations.

B. Related occupations: Any occupation dealing with the musical profession.

C. Suggested procedures:

1. Below are some important musical terms. Have students alphabetize the list and write in their notebooks.

ensemble	chord	unison
alto	blues	allegro
bar	harpsichord	presto
animato	forte	soprano
zither	reed	choir
frets	prolude	hymn
march	opus	opera
lento	lute	duet
symphony	oratorio	quartet
concerto	cymbal	meter
band	cantata	variations
phrase	trio	overture
metronome	tempo	ballet
theme	clavichord	scherzo
rock	folk music	
nocturne	harmony	
jazz	orchestra	
fife	rapido	

2. From time to time suggest they check on the meaning of one or two of the words until they know them all.

3. With a partner of their choosing, have pupils learn to spell as many of the above words as they can.

4. Students can test each other and invent new ways to teach each other the tricky words.

5. Let them decide how to prove to themselves that they have learned to spell them.

6. Divide students into teams and have a choir spelldown.

DANCE BAND MUSICIAN

A. CONCEPT: Many different types of musical instruments are involved when performing in a dance band.

B. Related occupations:

dance band leader
private instructor
arranger
band director
composer
orchestra leader
organist

C. Suggested procedures:

1. Discuss students favorite instrument and why it is their favorite instrument.

2. Review with class:
   a) care of instrument
   b) cleaning of instruments
   c) reeds
   d) improvization

3. Invite guest dance band player and have him or group perform.

4. Question period.
   a) How long have you played the instrument?
   b) How long do you practice?
   c) What brand of instrument do you play?
   d) How many different instruments do you play?
   e) Who is your favorite composer?
   f) What is your favorite style? (blues, folk, country, rock)

5. Pupils who play an instrument might write a history of the instrument.

SINGER

A. CONCEPT: There are many special singing techniques involved when one decides to become a professional singer.

B. Related occupations:

voice teacher
accompanist
publisher
arranger
lyricist
concert performer
foreign language teacher
mucicologist

C. Suggested procedures:

1. Ask a professional or trained vocalist to perform for the choir or class.

2. Have a pre-arrangement with vocalist so that he or she may lead a discussion related to the life of an individual involved with a singing profession.

3. Have singer demonstrate different techniques, such as chest voice, head tones, slur, range of voice, correct breathing, etc.

4. Open discussion now should follow.

5. Invited singer could perhaps involve students in technique mentioned in #3.

COMPOSER

A. CONCEPT: Studying composing techniques of the different composers can help one to understand and appreciate music.

B. Related occupations:

pianist
arranger
publisher
lyricist
music performer

C. Suggested procedures:

1. Present movie to class about composers.

2. Play records of a composer that will demonstrate musical theme or motive and variations of themes.

3. A pupil may select a famous composer and make a study of his music.

4. Student might consult with the music teacher for any records the school has of his work.

5. Student can then present an interesting recital to the class, explaining the type of music and playing examples of it.

6. List composers' names. Do pupils recognize them? Can they pronounce them? Some of the pronunciations don't follow much logic unless we know the language.

7. Can they guess what countries they were born in?

8. What composers are living today?

9. Play records of a composer that will demonstrate musical theme motive, and variations of a theme.

10. Play recording again. Have students count the number of times this theme appears in music.

11. Count variations.

12. Is this music relaxing?

13. Does it make you happy or sad?

14. What different instruments are used in this particular composition?

MUSICOLOGIST

A. CONCEPT: Studying the history and musical techniques of the different composers can help one to understand and appreciate music more fully.

B. Related occupations:

pianist
private music instructor
music librarian
music director
composer
critic
arranger
publisher
organist
singer

C. Suggested procedures:

1. Students will need background of classical music having its roots in folk songs. This will lead to questions:
   a) Is it possible to have anything completely new?
   b) Can something spring from nothing?
   c) How did music start?
   d) Why has it been an important art?

2. This would be a good time for students to read about the history of music. What about other arts? How are they related to music? Enlist the librarian's help in finding materials for pupil research.

3. Suggest each pupil select one composer and develop a report on his historical period, his life, his musical compositions, and so on. Using Johann Sebastian Bach as an example, the report might answer such questions as:
   a) What were the dates of his life?
   b) Can you find other composers and also some artists who lived at the same time?
   c) How did Bach fare as a church organist?
   d) What kind of music did he compose?
   e) In what ways did he improve clavichord music?
   f) Was the Bach home a musical one?
   g) What physical affliction did Bach have in his old age?
   h) Was Bach as well known during his lifetime as he is today?

4. There are many filmstrips on the market about some of the well-known composers. Contact your media center to see what is available and use in your room.

5. Invite a musicologist from the nearest college or university and have him lead a discussion on perhaps one or even two of our famous composers. The class should now be well read and should be able to ask interesting questions concerning the composers. The musicologist will be able to impart historical facts that often are left out of the main stream history books and perhaps to be able to add a personal touch to the character of a particular composer.

CHOIR DIRECTOR

A. CONCEPT: Choir directing takes a very special technique of body coordination, rhythm, pitch, and musical knowledge.

B. Related occupations:

voice teacher
pianist - accompanist
composer
music company
music publisher
lyricist
soloist

C. Suggested procedures:

1. To observe an outstanding choir director.

2. Invite a guest conductor to work with choir.

3. Choose students or ask for volunteers to study a particular piece of music and then practice directing school choir.

4. Divide choir into 3 or 4 groups depending on size of choir and have each group choose a director to direct them on a chosen song of either choir directors choice or students choice. Have student practice until they feel confident enough to perform for each other.

5. Students now will evaluate the different choir directors.

6. An open discussion is now in order to discuss the necessity of a choir director.

ORGANIST

A. CONCEPT: The organist is a very valuable and useful person to the entire community.

B. Related occupations:

music store proprietor
religious leader
church organist
clergy
choir director
singer
dance band player
dance band leader
concert performer
private instructor

C. Suggested procedures:

1. Have students hear one of the well known organists in the community.

2. If possible have students visit the University Music Department to hear a pipe organ recital.

3. If possible, open discussion between organist and students.

4. Have organist explain the different stops, pedals, action on the organ as compared to the piano, etc.

5. Further discussion could involve music that sounds best played on the organ? What composers wrote especially for organ? What are the many different sounds that electric organs produce?

VOICE TEACHER

A. CONCEPT: A voice teacher may enhance one's voice and give confidence to the vocal performer. A voice teacher should have at her command:
1. Foreign languages - French, Italian, German, and English.
2. An excellent sense of rhythm.
3. Excellent sense of pitch.
4. A good interpretation of music.
5. Wide knowledge of available performing music.

B. Related occupations:

singer
accompanist
composer
arranger
lyricist
foreign language teacher

C. Suggested procedures:

1. Listen to recordings of various kinds of voices of all kinds of music.

2. Divide students into groups and have each group decide what voices they have a value for, and did they perform the style and composition adequately.

3. Invite singer from community in to sing for students.

4. Arrange for the students to hear vocalist performing for Community Art series.

5. Evaluate performances.

6. How could a voice teacher help these performers to improve?

MUSICAL INSTRUMENTS

A. CONCEPT: There are a number of music-related occupations and avocations involving knowledge of instruments.

B. Related occupations:

instrument inspector
instrument tuner
instrument designer
instrument maker
instrument assembly person
instrument repairperson
instrument salesperson
instrument rebuilder-restorer

C. Suggested procedures:

1. Introduce motivation. Listen to recording involving a variety of instruments played individually. Determine the name of the instrument by its sound.

2. Field trip to a factory. Look for the varied occupations listed above. If possible discuss background and training with individuals.

3. Watch a repairman or instrument tuner perfoming his job. Interview this person for background (especially his interest in this type of work).

4. Visit an individual instrument maker. Conduct an interview and demonstration of skills.

5. Make own instruments (Reference: Make Your Own Musical Instruments by Muriel Mandell and Robert E. Wood, Sterling, 1957).

6. Check the classified ads for musical instrument-related occupations. Look for such factors as places of business, number of opportunities in locality, types of work done, etc.

7. Visit a museum which includes a display of old-time instruments, especially those which have been restored.

8. Study the development of instruments throughout the ages. Study the development of individual instruments.

9. Visit a music store. Interview the salespersons. Note the instruments which are popular sales items.

10. Compare hand-made instruments with factory built items. (This may be accomplished during any of the activities mentioned previously: interviews, field trips, displays). Comparison could involve price, quality, demand, sales outlets, etc.

CAREERS IN MUSIC

A. CONCEPT: Jobs in the field of music are many and varied.

B. Related occupations:

composers	lyricists
instrumentalist	performer
manager	sheet music printer
record manufacturer	piano tuner
sound effects manager	sound engineer
music teacher	drill team instructor

C. Suggested procedures:

1. Ask students to name their favorite musical program on television and also their favorite musical artist or group.

2. Ask for student volunteers to learn a new song to teach to the primary students. (This may require an extra student to play the piano or a guitar.)

3. Have students "brainstorm" people involved in the music industry.

4. Take students on a field trip to local community college and discuss the putting together of a stage production.

5. Invite as a guest speaker someone who performs professionally in the community.

6. Discuss with students the various jobs required to put on a musical production.

7. Have students form a company to put on a musical show. (Class can vote on president of the company.)

8. The company president should then be given time to interview applicants for various positions from stage hand to performers.

9. Let the students then produce a musical review. (They may want to video-tape the end result.)

MUSICIANSHIP - THEORY

A. CONCEPT: Musicianship relates to all musical occupations and is a class requirement when majoring in music.

B. Related occupations:

composer
arranger
publisher
musicologist
private instructor
pianist

C. Suggested procedures:

1. Review name of lines and spaces with students. If possible place all students at chalkboard and have them make musical staff with bass and treble clefs.

2. On a large piece of oil cloth make a musical staff. Have choir divide into teams using flash cards, flash names of notes A, B, C, etc., and note values. Have them stand on correct line or space - the group that first arrives on correct line or space receives card.

3. Review note values with students.

4. Have students, at random, stand on oil cloth musical staff. Now have students sing the different intervals and put them together for a song. If students are not satisfied with arrangement of notes, they may change notes.

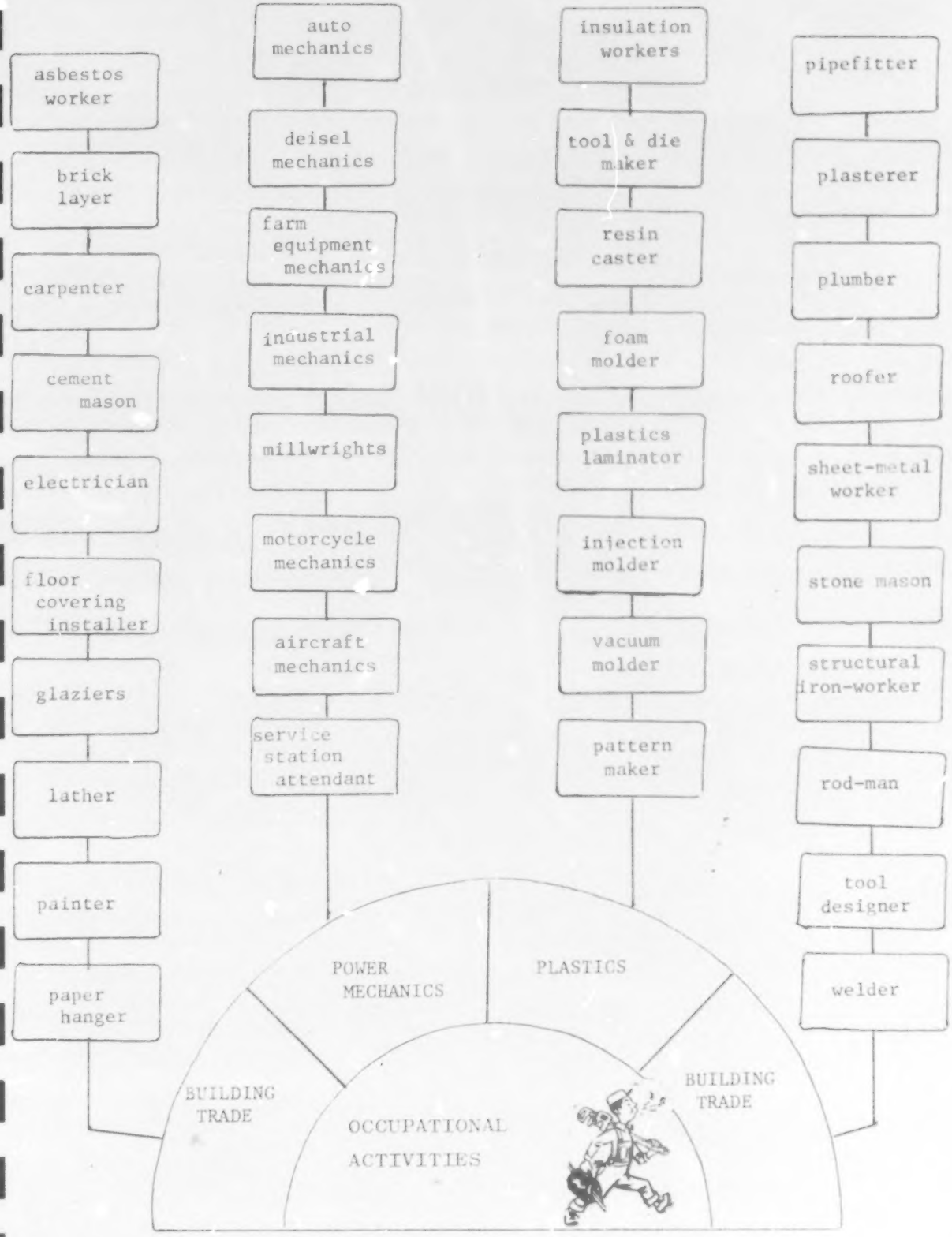
5. Review chords. Pass out resonator bells giving students bell chords for I, IV, V, chords in the key of C. Have the teacher play songs using these chords (perhaps jazz numbers, blues, rock, and folk). Have students play along with the teacher. Experiment and let students discover the chord progressions.

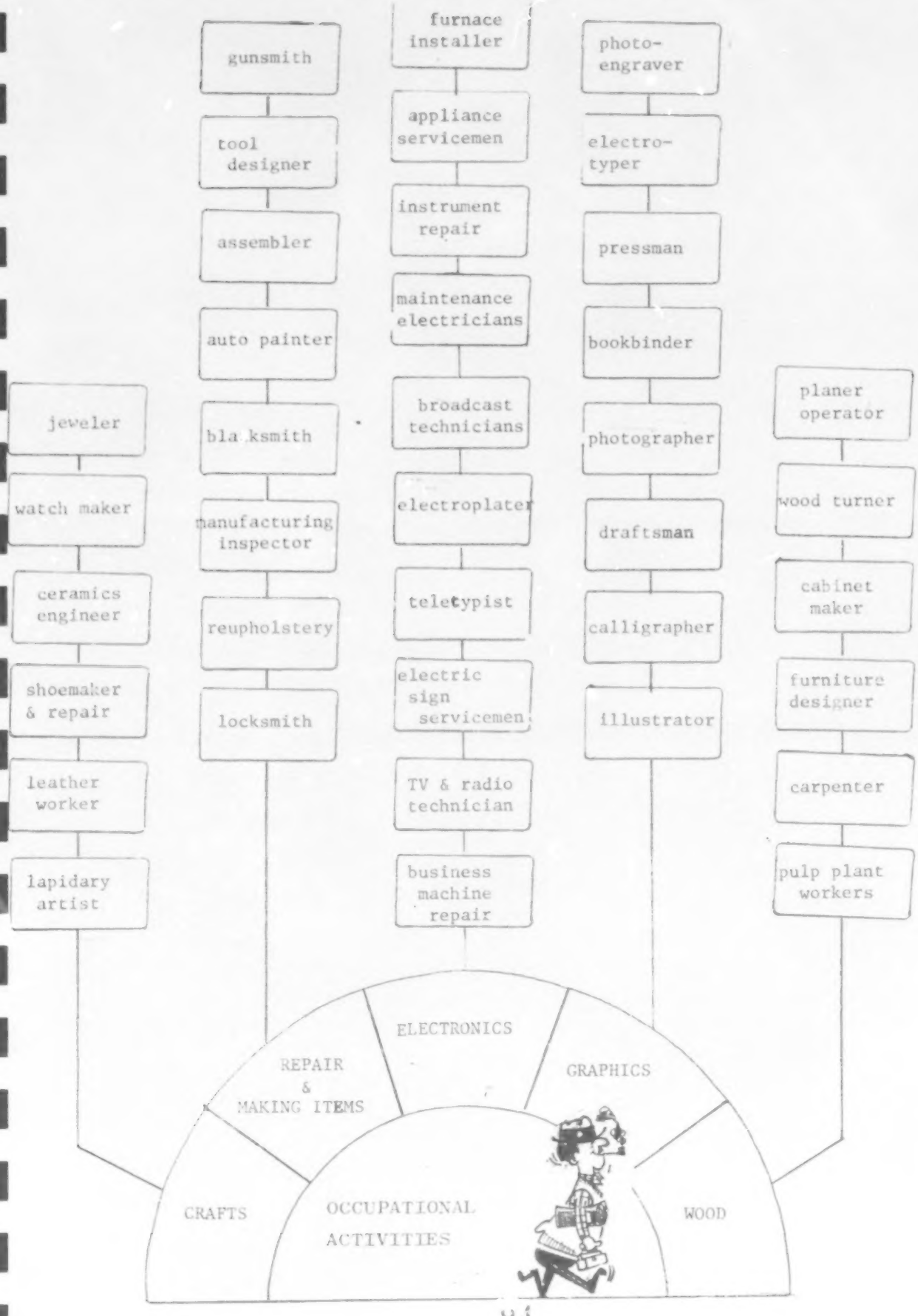
6. Students could perhaps add chords to their own composition.

7. Explore ostinato concept. Students could make tape loops to accomplish this.

8. Explore a new song. See if students can create their own ostinatos.

OCCUPATIONAL ACTIVITIES


asbestos worker
brick layer
carpenter
cement mason
electrician
floor covering installer
glaziers
lather
painter
paper hanger
auto mechanics
deisel mechanics
farm equipment mechanics
industrial mechanics
millwrights
motorcycle mechanics
aircraft mechanics
service station attendant
insulation workers
tool & die maker
resin caster
foam molder
plastics laminator
injection molder
vacuum molder
pattern maker
pipefitter
plasterer
plumber
roofer
sheet-metal worker
stone mason
structural iron-worker
rod-man
tool designer
welder
POWER MECHANICS
PLASTICS
BUILDING TRADE
BUILDING TRADE
OCCUPATIONAL ACTIVITIES


gunsmith
tool designer
assembler
auto painter
blacksmith
manufacturing inspector
reupholstery
locksmith
furnace installer
appliance servicemen
instrument repair
maintenance electricians
broadcast technicians
electroplater
teletypist
electric sign servicemen
TV & radio technician
business machine repair
photo-engraver
electro-typer
pressman
bookbinder
photographer
draftsman
calligrapher
illustrator
jeweler
watch maker
ceramics engineer
shoemaker & repair
leather worker
lapidary artist
planer operator
wood turner
cabinet maker
furniture designer
carpenter
pulp plant workers
REPAIR & MAKING ITEMS
ELECTRONICS
GRAPHICS
CRAFTS
OCCUPATIONAL ACTIVITIES
WOOD

MECHANICS - ENGINE

A. CONCEPT: Man depends on autos and trucks to move themselves and cargo daily. Service men must keep these vehicles in operating condition.

B. Related occupations:

mechanics - diesel
- transmission
- motorcycle
- snowmobile
- lawn mower

garage foreman
service station attendent
valve grinder

C. Suggested procedure:

1. Guest speaker - engine mechanic - garage foreman - engine rebuilder - to discuss type of people hired - education needed - abilities needed.

2. Visit garage - identify tools - parts used.

3. Make a list of procedures used to trouble shoot stalled auto.

4. Set points in distributor.

5. List uses of oil in an engine.

6. Explain difference between diesel and gasoline engine.

ELECTRONICS BENCH REPAIRMAN - RADIO - TV - STEREO

CONCEPT: Man is constantly listening to radio or TV broadcasts. Repairman must keep these receivers operating.

Related occupations:

electrical engineer
electronics technician
radio-tv rental
radio-tv sales
shop owner
mobile repairman

C. Suggested procedure:

1. Learn how to use V-O-M, V-T-M. Tube checker, transister checker.
2. Have repairman give lecture on basic trouble shooting.
3. Visit repair bench.
4. Visit sales room.
5. Compare schematic symbols to actual parts.
6. Make out a work order.
7. Write up a parts order.

NEED FOR REPAIRMEN

A. CONCEPT: All businesses and homes need a repairman at sometime.

B. Related occupations:

automobile repairmen	aircraft mechanics
telephone repairmen	industrial machinery repairmen
instrument repairmen	jewelry repairmen
shoe repairmen	TV & radio repairmen
vending machine repairmen	typewriter repairmen
small appliance repairmen	farm machinery repairmen

C. Suggested procedure:

1. Show students a film or film strips covering a large number of occupations.

2. Have the students list as many things as they can that they observed in the film that could need repairs.

3. After a class list has been made have a contest with groups using a telephone book and finding the nearest place or person who can repair each item.

4. After completing the above discuss the following:
   a) For which items are repairmen easily available?
   b) For which items are repairmen difficult to find?
   c) Where do these repairmen work?

ENGINES

A. CONCEPT: All people are dependent upon the internal combustion engine. This dependency creates many occupations.

B. Related occupations:

assembly line worker
body shop worker
mechanical engineer
mechanic
filling station personnel
tire sales
car sales
motorcycle repair
gasoline sales
parts sales
motorcycle sales

C. Suggested procedures:

1. List occupations dependent upon the internal combustion engine.

2. Visit a local business dependent upon the internal combustion engine.

3. Have students perform some of the activities performed by people in some of the listed occupations.

a) Disassemble and assemble a small engine.
b) Draw a design for an auto body.

GRAPHIC COMMUNICATIONS DRAFTING

A. CONCEPT: Man needs directions to travel from one city to another (map), to assemble a house (house plans), or to machine a part (parts drawing).

B. Related occupations:

photographer	parts illustrator
surveyor	commercial designer
machinist	aerospace designer
architect	

C. Suggested procedures:

1. Use a road map to go across state. Make a list of symbols and colors used for different features on the map.
2. Have guest speakers:
   a) architect - education background - samples of work
   b) land surveyor
   c) civil engineer
3. Map the school ground.
4. Use a drawing to assemble a simple item.
5. Make an exploded view drawing.
6. Study a complete set of house plans and know which workers use which drawing and why.

GRAPHIC COMMUNICATIONS - PRINTING

A. CONCEPT: Man needs to read to keep up on world happenings and ideas. Books, papers, magazines, and order forms are types of printing jobs today.

B. Related occupations:

editor	offset printer
pressman	draftsman
layout	photographer
bookbinder	photoengraver

C. Suggested procedures:

1. Have local newspaper editor come in for a briefing before a field trip to the newsroom, proof-reading room, type room, etc. Discuss local jobs and education needed.

2. Visit printing plant and talk with at least 5 people concerning their jobs.

3. Write and draw an eye appealing ad.

4. Use school printing facilities to print up get well or birthday cards.

5. Discuss importance in use of English language in printing.

6. Learn some proof-reading symbols.

BUILDING TRADES CARPENTRY

A. CONCEPT: Man no longer lives in caves but in framed buildings. One man can build his own building or many specialized men can work on one building.

B. Related occupations:

painter
roofer
plumber
framer
contractor
architect

C. Suggested procedure:

1. Have a guest speaker - carpenter, cabinet maker, contractor come in and talk of education needed, duties, pay, working conditions, etc.
2. Work with and learn hand tools used in carpentry.
3. Visit a building under construction. Watch safety habits of workers, etc.
4. Construct rough construction project such as bird feeder or dog house.
5. Discuss accuracy in measuring.
6. Use a level to check various walls and floors in your school.

BUILDING TRADES PLUMBING

A. CONCEPT: We use water every day to drink, wash, cook, can, irrigate, etc. We must obtain, deliver, use, and dispose of water properly.

B. Related occupations:

painter	contractor
	architect
carpenter	sanitation engineer
framer	civil engineer

C. Suggested procedure:

1. Visit city water storage tanks, wells, etc. Have engineer discuss problems of handling water.
2. Draw the path that water takes from rain, to your faucet, to your sewer disposal. Show plumbers job.
3. Have an engineer discuss occupations of people concerned with you obtaining and disposing of water.
4. Visit city sanitation plant.
5. Discuss water problems - securing - purifying - disposal - cost per gallon - conservation, etc.
6. Discuss location of well as related to septic tank.
7. Read a water meter.

MECHANICS - TRANSMISSION

A. CONCEPT: The world moves on wheels and mechanics keep these wheels moving.

B. Related occupations:

mechanics - engine
- diesel
- motorcycle
- snowmobile
- lawn mower
- chain saw

garage foreman
service station attendant
automation mechanic

C. Suggested procedures:

1. Guest speaker - garage transmission mechanic - prepare students for field trip to garage. Education needed - ability to use micrometer, manual dexterity.

2. Visit garage.

3. Make a list of equipment guest speaker has worked on.

4. Follow the power train from engine transmission drive shaft axle to the wheels.

ELECTRONICS - SMALL APPLIANCE REPAIR AND SERVICE

A. CONCEPT: Servicemen are needed to keep manufactured items working after purchase by the consumer.

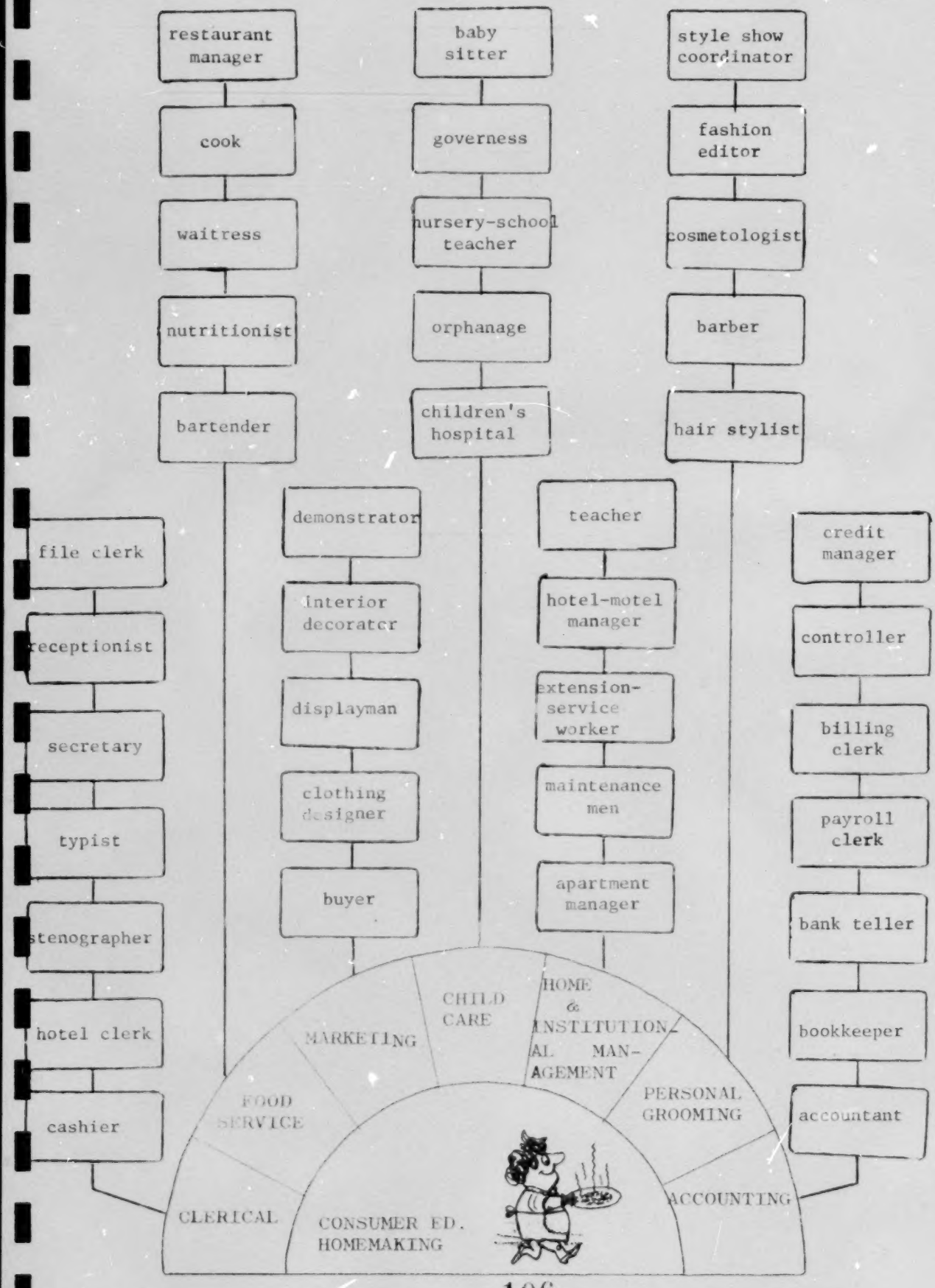
B. Related occupations:

repairman - sewing machine
- vacuum cleaner
- refrigeration and air condition
- heating
- office machines
- washer and dryer
- toaster-mixer

C. Suggested procedures:

1. Have a service-repairman speak to students.
   a) listen to problem
   b) basic trouble shooting-cords-switch
   c) decide what problem is - electrical - mechanical
   d) adjust-repair or replace part
2. Discuss with repairman cost to repair or buy new appliance.
3. Have students work as repairmen and or consumer with complaints.
4. Have students disassemble and reassemble small appliances.
5. Use VOM to check continuity - plug - cord - switch - element.
6. Replace brushes, grease bearings, replace cords & plugs.

CONSUMER EDUCATION - HOMEMAKING


restaurant manager
cook
waitress
nutritionist
bartender
baby sitter
governess
nursery-school teacher
orphanage
children's hospital
style show coordinator
fashion editor
cosmetologist
barber
hair stylist
file clerk
receptionist
secretary
typist
stenographer
hotel clerk
cashier
demonstrator
interior decorater
displayman
clothing designer
buyer
teacher
hotel-motel manager
extension-service worker
maintenance men
apartment manager
credit manager
controller
billing clerk
payroll clerk
bank teller
bookkeeper
accountant
CLERICAL
FOOD SERVICE
MARKETING
CHILD CARE
HOME & INSTITUTIONAL MANAGEMENT
PERSONAL GROOMING
ACCOUNTING
CONSUMER ED. HOMEMAKING

OCCUPATIONS INVOLVING NUTRITION

A. CONCEPT: There are many areas that involve nutrition, from family meal planning to institutional management.

B. Related occupations:
- home extension agent
- hospital dietition
- nursing home dietitian
- home maker
- school dietitian
- nutritionist
- home economist

C. Suggested procedures:

1. Discuss likes and dislikes of food.

2. Keep a 3 day account of own meals (eating habits.)

3. Study the factors in menu planning (nutritional balance, appeal, variety, etc.)

4. Evaluate own meals (from step 2.)

5. Invite guests to class who can relate job skills, training, advantages and disadvantages of their occupations. A panel consisting of school cooks, homemakers, and institutional food personnel might be appropriate.

6. Students form committees to plan menus using the qualifications studied earlier. Each committee select their own area for which to plan meals. As a visual aid to the list of foods, have students cut out pictures from magazines and group the pictures together to portray menus.

7. Visit as many institutions as necessary at mealtime. Observe the menu and the service to the recipients (students, patients, children at home.)

8. Plan, prepare and serve an actual meal in one of the manners studied previously. Some students may role play the part of the consumer.

NUTRITIONIST

A. CONCEPT: The proper selection of food helps build a foundation for strong muscles, stamina, mental alertness, and physical well-being.

B. Related occupations:

home extension agent
hospital dietition
school dietitian
baker
home economist
homemaker
cook

C. Suggested procedures:

1. Plan a week's menu that will provide an adequate and interesting diet which will fit an average family's budget.

2. Visit a hospital dietition. Plan a variety of menus: liquid, bland, soft and regular diets.

Make a grocery list for the diets. Find the cost for each daily diet. Compare the percentage cost of each diet with the total cost of the diets. Make a circle graph of the results.

Make a notebook with your menus. Be sure they provide good nutrition with correct dietary limitations. Include colored photos of foods which offer a variety of attractive and appetizing ways to overcome the monotony of these special diets.

Include ideas for little favors to be put on trays for special days - birthdays, holidays.

3. Make a list of your favorite foods. Compare your list with the "Basic 4" to determine if just eating your favorites will furnish you with the foods essential to good nutrition.

With the help of a calorie chart, plan a good diet that will keep you at the proper weight for your age.

4. Write for available bulletins containing basic information about nutrition, low-cost preparation, buying, freezing, storage from the Superintendent of Documents, Washington, D.C., 20402.

Send Postcards to Idaho Pea and Lentil Commission, P.O. Box 463, Moscow, Idaho, 83843 and Idaho Bean Commission, Continental Life Bldg., Boise, Idaho, for a collection of recipes in 3" X 5" booklets with colored photographs of attractively arranged dishes.

NUTRITION

A. CONCEPT: Many occupations involve a knowledge of nutrition.

B. Related Occupations:

cook
housewife
food technician
cookware salesman
agronomist
dietitian
extension agent
farmer
horticulturist

C. Suggested Procedures:

1. Have students list and discuss occupations involved with nutrition.

2. Visit a cafeteria or restaurant.

3. Have a person involved in one of the listed occupations visit the class.

4. Do some of the activities a person in some of the occupations would.

   a. Do laboratory tests for sugar, starch, protein, fats.
   b. Collect labels from food packages and discuss the carbohydrate, protein, fat, vitamin, and mineral content.
   c. Write menus for several meals, stating what each item provides.

SECRETARIAL OCCUPATIONS

A. CONCEPT: Secretarial occupations can be required in almost any business.

B. Related occupations:

stenographer	court reporter
reporting stenographers	secretary
social secretary	legal secretary

C. Suggested procedures:

1. The students can take a field trip to Treasure Valley Community College to see training available for secretarial courses.

2. Invite a secretary in as a resource person.

3. Take the students to visit with the county sheriff's secretary as her job often includes the duties of a matron.

4. Tape record the outline of a letter, have the students listen to the tape and then write the letter.

5. Have students practice making and receiving telephone calls properly. Have students role play how to handle problem phone calls.

6. Give the students a hypothetical situation, such as the boss is unhappy with a product or wishes to fire an unsatisfactory employee and tells them to write the letter. Be sure the student realizes that he/she is not to offend the person receiving the letter.

7. Place the letters on a bulletin board for student examination and discussion.

OCCUPATIONS RELATED TO FOOD SERVICE

A. CONCEPT: There are occupations related to food services that involve a variety of skills.

B. Related occupations:
   1. home demonstration agent
   2. recipe originator and collector
   3. small appliance salesperson
   4. health inspector for food service
   5. restaurant personnel (waitress, hostess, cashier, manager, cook)
   6. county agent
   7. home economics teacher
   8. bakery worker

C. Suggested procedures:

1. Invite a home demonstration agent to class to demonstrate skills, give a job description. If possible visit her on job site.

2. Observe a salesperson demonstrating small appliances. Interview the salesperson.

3. Visit a restaurant - observe all personnel involved.

4. Visit a bakery - observe all personnel involved.

5. Role play the above occupations in class simulation of job site.

6. Originate recipes. Have a class baking or cooking contest. Allow some students to practice judging.

7. Develop and market a cookbook, including some original recipes.

8. After a study of regulations concerning certification of food service facilities, visit a local facility and make an evaluation based upon the laws studied. (This activity subject to approval by the management of the facility.)

9. Demonstrate cooking skills before a group.

10. Videotape the above demonstrations and role play activities. Use for self-evaluation.

THE WORLD OF BUSINESS

A. CONCEPT: Proficiency in reading and writing are necessary for occupations relating to the world of business.

B. Related occupations:

owner of business
manager or president of a company
secretary
file clerk
store manager
buyer
operator of business machines
mechanics
bookkeeper
salesman
advertising manager
editor of business publication
building engineer
business reporter
economist
consumer researcher
floor walker
house detective
teacher

C. Suggested procedures:

1. Brainstorming session: For each of the above occupations, list activities involving reading/writing. Read lists aloud to class.

2. Have secretary speak to class, describing training and duties.

3. Visit a local grocery store or department store, keeping notes of how and where reading and writing are necessary.

4. In local newspaper, find examples of articles regarding the world of business.

5. Choose a particular item and collect comparative advertisements from different companies. Write about advantages and disadvantages.

6. In pairs, simulate "boss" and "secretary", then reverse roles. Boss will prepare and dictate a letter to other person.

7. Have a spelling bee, using words related to the business world. When a student is spelled down he may use the dictionary and "challenge" a member of the opposite team again participating. (Many students cannot spell "business!")

8. Working in groups, start simulated "companies", researching product, assigning roles and making a list of twenty "trade" words. Design and produce a "product", and advertise it. (It can be an imaginary machine, etc.)

9. Have students choose an item they wish to purchase and research it in "consumer's bulletin."

10. Have teams do comparative pricing of ten items in at least three places.

OFFICE OCCUPATIONS

A. CONCEPT: Office occupations require specific attitudes and habits.

B. Related occupations:

receptionist	general office work
clerk	stenographer
clerk typist	secretary
key punch operator	cashier
bookkeeper	

C. Suggested procedures:

1. Have the students plan a field trip to local businesses with the idea of taking pictures of various occupations and the duties of each.

2. Take students on a field trip to ten places of business where the above occupations can be found.

3. Have students compile individual lists of 15 attitudes and habits which would be desirable for an office job.

4. Using the above list compile a class list and design a bulletin board from the same.

5. Have students organize the slides taken on the field trip and develop a script to go with it.

6. Record the script on a tape recorder and view filmstrips along with the tape.

7. Have students review the amount of training necessary for job entry into each occupations they viewed.

OCCUPATIONS RELATED TO FASHIONS

A. CONCEPT: In addition to the sewing skills, students of home management classes should be aware of careers in related areas.

B. Related occupations:

seamstress
fashion designer
window display person
style show coordinator, narrator
model
fashion editor, writer
costume designer
fashion buyer

C. Suggested procedures:

1. Look through fashion magazines. Discuss current trends in styles. Evaluate styles according to the local trends.

2. Study sewing skills as determined by normal school curriculum.

3. Visit department stores, dress shops, etc., to observe fashion displays in stores and windows.

4. Coordinate displays in classroom. Set aside an area in the room for a continuing display.

5. Work with the drama department in costume design.

6. Produce a style show, with class members choosing the areas to develop (narrator, general coordinator, model, decorator, stage effects director, etc.)

7. Write a description of the style show for the school paper.

8. Study fashion articles in newspapers.

9. Using a mail order catalogue, select an entire wardrobe for school. Work within a specified budget. Coordinate ensembles.

OTHER SUGGESTED ACTIVITIES

The activities found in this section do not appropriately fit into any of the specific curricular areas already listed. Conversley, they could be used in any of the areas suggested. Some activities are for teacher use only...some are for use with students.

USING THE OCCUPATIONAL OUTLOOK HANDBOOK

A. CONCEPT: Each student should know how to use the Occupational Outlook Handbook.

B. Related Occupations:
Any and all.

C. Suggested procedures:

1. Begin by acquainting students with the major job classifications according to the Occupational Outlook Handbook.

   a. Professional, managerial, and related occupations
   b. Clerical and related occupations
   c. Sales occupations
   d. Service occupations
   e. Skilled and other manual occupations
   f. Major industries and their occupations
   g. Occupations in Agriculture
   h. Occupations in government

2. Have the students investigate the Occupational Outlook Handbook researching several occupations.

3. Have students select an occupation and create a diarama showing: 1. work surroundings 2. clothing 3. specific equipment 4. and nature of work.

VOCABULARY OF THE WORLD OF WORK

A. CONCEPT: Proper knowledge of vocabulary for the world of work can help a person gain employment.

B. Related Occupations:
Can use own choice. Example: Restaurant occupation.

Manager	Office Workers
Dining Room Supervisor	Maintenance
Host or Hostess	Dishwashers
Cashier	Dietitian
Waiter or Waitress	Chef
Busboys	Beverage Worker
Purchasing Agent	Baker
Bookkeeper	Assistant Cook

C. Suggested Procedures:

1. Discuss with students the need of specialized vocabulary for communication in certain occupations.

2. Ask students to list as many special words as they can think of for jobs found in a restaurant.

3. Give students the following list of words:

self-control	punctual	tactful
persistant	sincere	leisure
patient	thorough	reliable

4. Have students demonstrate the meaning of the above words through charades.

5. Have students demonstrate the meaning of the above words by devising riddles with the words being the answer.

6. Have students demonstrate the meaning of the above words by drawing cartoons to illustrate the meaning.

7. Give students the accompanying vocabulary quiz of the World of Work.

8. After discussion of the terms and how and when they might be used, give the same test as a post test.

9. Discuss with students why they should know these terms when applying for a job.

VOCABULARY OF THE WORLD OF WORK

(circle one) Pre or Post

Name_____

1. demand _____
   a) extra things that go with a job, other than wages
   b) people who depend on you for a living
   c) promotion or moving up in a job
   d) hobbies, interests

2. journeyman _____
   a) one who performs mental work
   b) an experienced worker, a craftsman
   c) someone learning a trade or job
   d) person who depends upon you for a living

3. apprentice _____
   a) an experienced worker, a craftsman
   b) job or career, occupation
   c) a person to go to for information
   d) someone learning a trade or job

4. social security _____
   a) pay given to you when you're out of work
   b) federal government retirement system
   c) education in a specific field or profession
   d) wages or salary

5. fringe benefit _____
   a) pay given to you when you're out of work
   b) wages or salary
   c) promotion or moving up in a job
   d) extra things that go with a job, other than wages

6. marital status _____
   a) chances for job openings to be available
   b) your married state
   c) skilled work usually done with the hands rather than mental work
   d) name before you're married

7. employer _____
   a) worker
   b) person to go to for information
   c) boss, person who hires other people
   d) person who depends upon you for a living

8. employee _____
   a) person to go to for information
   b) boss, person who hires other people
   c) person who depends upon you for a living
   d) worker

9. prestige _____
   a) wages or salary
   b) hobbies, interests
   c) promotion or moving up in a job
   d) thought of highly by other people

ulary of the world of work, cont.

10. reference
a) a place or person to go to for information
b) extra things that go with a job, other than wages
_____ c) name before you were married
d) someone learning a trade or job

11. maiden name
a) name given to a person that tells what job he does
b) person to go to for information
c) name given to a person after promotion
_____ d) name before you were married

12. skill
a) promotion or moving up in a job
b) thing you can do, ability to do something
_____ c) job, career, occupation
d) hobby, interest

13. dependents
a) people who depend upon you for a living
b) people to go to for information
_____ c) people who perform mental work
d) wages or salary

14. unemployment compensation
a) wages or salary
b) federal government retirement system
c) pay given to you when you're out of work
_____ d) promotion or moving up in a job

15. earnings
a) promotion or moving up in a job
b) pay given to you when you're out of work
_____ c) wages or salary
d) hobbies, interests

16. advancement
a) extra things that go with a job, other than wages
b) pay given to you when you're out of work
_____ c) promotion or moving up in a job
d) chances for job openings to be available

17. salary
a) hobby, interest
b) earnings, wages paid for a job
_____ c) pay given to you when you're out of work
d) education in a specific field or profession

18. D.P.T. number
a) the number of people out of work in the U.S.
b) a number code for jobs showing involvement with things, people and data.
_____ c) a number given to a person who is unemployed
d) the degree of people trades number

19. training
a) extra things that go with a job, other than wages
b) education in a specific field or profession
_____ c) railroad work
d) promotion or moving up in a job

cabulary of the world of work, cont.

20. profession _____
a) promotion or moving up in a job
b) skilled work usually done with the hands rather than mental work
c) a job requiring advanced training; usually involving mental work
d) hobbies, interests

21. blue collar worker _____
a) person to go to for information
b) one who performs work
c) a worker requiring advanced training
d) one who works with his hands or body

22. white collar worker _____
a) person who performs mental work
b) an experienced worker, a craftsman
c) one who works with his hands or body
d) someone learning a trade or job

23. avocation _____
a) hobbies, interests
b) education in a specific field or profession
c) wages or salary
d) job or career, occupation

24. vocation _____
a) a job or career, occupation
b) promotion or moving up in a job
c) skilled work usually done with the hands rather than mental work
d) hobbies, interests

25. outlook _____
a) promotion or moving up in a job
b) pay given to you when you're out of work
c) chances for job openings to be available
d) a place or person to go to for information

26. trade _____
a) pay given to you when you're out of work
b) work requiring advanced training
c) education in a specific field or profession
d) skilled work usually done with the hands rather than mental work

SCHOOL SUBJECTS AS RELATED TO JOBS

A. CONCEPT: To help change attitude that school subjects are not related to role in life after schooling.

B. Related occupations:
Can use a wide variety.

C. Suggested procedures:

1. Have students list one occupation that they feel they might be interested in after schooling is completed.

2. Ask the students if they feel the subject they are studying presently will help them as far as the occupation of interest.

3. If answer is yes, list reasons why. If answer is no, list reasons why.

4. Have students complete the questionnaire on the following page, "School Subjects As Related To Jobs". You might include the jobs mentioned by each member of the class.

5. Have students meet in small groups and discuss reasons for attitude toward school and future job.

6. After completing questionnaire have students repeat number 2 and 3 and see if there has been any change in attitude.

SCHOOL SUBJECTS AS RELATED TO JOBS

Here is a chart which will help to sit down and consider possible career opportunities in relation to your school subjects. Fill in the chart with the following code entries:

E - Essential...Subject matter is absolutely necessary for success in the job or for the completion of educational requirements for the job.

I - Important...The subject matter is important to success on the job, although it may not always be an absolute requirement.

U - Useful.....The subject is very useful, is very useful for the job, and is usually directly related.

S - Somewhat Useful...The subject is somewhat useful for the job.

OCCUPATION	LANG. ARTS	SCIENCE	SOCIAL STUDIES	MATH	IND. ARTS	MUSIC
Carpenter						
Sales Person						
Lawyer						
Dental Technician						
Cartographer						
(Fill in Job)						

STUDENT OUTLINE FOR STUDYING AN OCCUPATION

A. CONCEPT: It has been predicted that people will find it necessary to change occupations five times during a working life time.

B. Related occupations:
Any and all.

C. Suggested procedures:

1. Ask students to talk with their parents and see how many different jobs they have had to date.

2. Discuss with students the basic premise that they will in all likelihood change occupations five times during their working lifetime.

3. Discuss with students the need to know how to systematically study occupations so they will be aware of possible career choices.

4. Give students the outline following, as a guide for studying occupations.

5. Have students research a career they find interesting using the study guide.

6. Make the following information available to students:

a. Oregon ranks high in the nation in opportunities for education beyond high school.

b. Oregon State System

University of Oregon - Eugene

Oregon State University - Corvallis

Portland State College - Portland

Southern Oregon College - Ashland

Oregon College of Education - Monmouth

Eastern Oregon College - La Grande

Oregon Institute of Technology - Klamath Falls

University of Oregon Dental School - Portland

University of Oregon Medical School - Portland

Student Outline, cont.

c. Oregon Community Colleges

Blue Mountain - Pendleton
Central Oregon - Bend
Clackamas - Oregon City
Clatsop - Astoria
Lane - Eugene
Linn Benton - Albany
Mt. Hood - Gresham
Portland - Portland
Chemeketa Community College - Salem
Southwestern Oregon - Coos Bay
Treasure Valley - Ontario
Umpqua - Roseburg

d. Independent Institutions

Cascade College - Portland
Concordia College - Portland
George Fox College - Newberg
Lewis and Clark College - Portland
Linfield College - McMinnville
Marylhurst College - Marylhurst
Mt. Angel College - Mt. Angel
Mt. Angel Seminary - St. Benedict
Multnomah College - Portland
Museum Art School - Portland
Northwest Christian College - Eugene
Pacific University - Forest Grove
Reed College - Portland
University of Portland - Portland
Warner Pacific College - Portland
Willamette University - Salem

e. Vocational Schools

Contact the Oregon Board of Education for a listing of Technical and Vocational Training opportunities.

Student Outline, cont.

7. Have students select five different occupations and develop variable programs for preparation. (List specific schools you would attend and reasons for choice.)

8. The students might want to conduct interviews on the street asking people about present employment and amount of education needed, first job and method of advancement.

9. Have students share information with class.

STUDENT OUTLINE FOR STUDYING AN OCCUPATION

I. Nature of the Work

A. Do the activities of the job involve dealing mainly with:

1. People?
2. Things?
3. Ideas?
4. Some combination of these

II. Educational Requirements and Training

A. What educational requirements are there:

1. College Education?
2. High School Education?
3. Grade School Education?
4. Technical School Training?
5. On The Job Training Period?

B. What is the length of time for training in school or on the job?

C. What will be the cost of this training?

D. What type and length of apprenticeship or internship is necessary for entrance to the occupation? How can you be admitted for such training? What costs are involved?

E. Is there further training needed after you get the job? The cost?

II. Entrance to the Occupation

A. What kind of certificate or license is needed if any?

1. Do you have to take a written or oral examination?
2. Who gives the examination?
3. Must you take a physical examination?
4. How can you apply, and when, for the exam?
5. Does it cost anything to take the exam?

B. Are there any special agencies that will help you get the job?

1. Where located?
2. Cost?

Student Outline, cont.

IV. Possible Restrictions Affecting Eligibility for Occupation

A. Will any of the following stop you from getting a job?

1. Age?
2. Religion?
3. Race or Nationality?
4. Height?
5. Weight?
6. Physical handicaps?
7. Personal appearance?
8. Money to purchase equipment and/or space?

V. Conditions of Work

A. Physical conditions

1. What are the hours of work? (length and time of day)
2. Are the hours regular or irregular?
3. Is there any overtime? Are there seasons when the work is extra heavy?
4. Is the work done indoors or outdoors?
5. Does the work involve sitting at a desk or bench all day?
6. Is the work done standing?
7. Is much walking or traveling involved?
8. What kind of tools or machines are used?
9. Is the worker exposed to extremes in temperature or to sudden changes in temperature?
10. Are the surroundings quiet or noisy?
11. Is there a lot of dust, dirt, oil or grease to the job?
12. Is there any physical hazard?

B. Other conditions to be considered

1. Does the job involve a continuous rush against time?
2. Is there a required output per hour?
3. Does the job go on at a slow pace?
4. Is the work fairly routine? Are there frequent changes?
5. Are there creative demands in the job?
6. Would you be working alone or in groups?
7. Would you be on "your own" or under close supervision?
8. How much responsibility is there to the job?
9. Is this a so-called "white collar" job?
10. Does this job involve working with your hands or with your head?

ent Outline, cont.

VI. Demand and Supply of Workers

A. Is there a demand for workers now? In future years? Is it seasonal?

B. Is there a large turnover?

C. Is the demand greater in certain areas of the country?

D. Do you see the job as eventually being done by machines?

VII. Income, Promotion and Security

A. What yearly income may be expected at the start? Later?

B. What are the possibilities for promotions?

C. Can you change to a related occupation?

1. Would different skills be required?
2. Would additional training or education be necessary?
3. How could you make the transfer?

D. What degree of security might be expected?

1. Is it an old, established occupation?
2. Does it provide health and accident insurance?

E. What sort of retirement or pension is provided?

1. At what age are workers ordinarily retired?

III. Evaluation of the Occupation

A. In general, how may the occupation be evaluated as a life career?

1. Does it offer an opportunity to serve society?
2. What contribution does it make to social progress?
3. How will the occupation affect your personal life?

FACTS TO CONSIDER WHEN TALKING ABOUT CAREERS

A. CONCEPT: Many things should be considered when talking about making a career choice.

B. Related occupations: Any and all

C. Suggested procedures:

1. Give students the fact sheet following this activity.

2. Have students estimate the work life span of their parents, or themselves.

3. Have students ask their parents if they have had to learn a new skill in their occupation because of mechanization.

4. Have the students fill out the "Questionnaire on Change" to help them gain some insight on how they would react to occupational changes.

5. Have students bring to class for display and discussion newspaper articles, magazine articles, or government publications dealing with trends in the world of work.

6. Through discussion, oral or written, have the students verbalize the importance and dignity of all kinds of work by envisioning what our society would be like if suddenly the dog catcher, doctors, garbage men, bankers, morticians, lawyers, street sweepers, mechanics, and policemen should disappear.

7. Have students estimate and figure out in years, days, hours and minutes the time an average man spends working in his lifetime.

8. Have each student identify some job or task he/she dislikes and envision in his fancy doing that distasteful job for a lifetime of work. (They might develop a short skit on the idea.)

QUESTIONNAIRE ON CHANGE

	yes	?	no
1. When you meet someone new, do you usually wait for the other person to start the conversation?			
2. Are you inclined to express your views without much hesitation?			
3. Do you get very excited by new ideas or new people?			
4. Would you say you have many friends but just a few close friends?			
5. Do you recover your composure rapidly after a sudden upset?			
6. Are you inclined to be quick and a little careless in your actions?			
7. Can you turn out a large amount of work in a short time if you are under pressure?			
8. Do you usually start to work on a new task with great enthusiasm?			
9. Do you hesitate to ask questions if you are unsure?			
10. Do you usually find that you understand a complex situation with a minimum of explanation?			
11. Are you likely to complain about your sufferings and hardships?			
12. Do people tell you that you worry unnecessarily?			
13. Do you become discouraged when things go wrong?			
14. Do you usually have a feeling of being able to handle minor crises?			
15. Are you often tired when you get up in the morning?			
16. Do you sometimes perspire or feel tense without any reason?			
17. Are you usually well organized and systematic?			
18. Are there times when you can't help feeling sorry for yourself?			
19. Do you find learning a new skill a welcome challenge?			
20. Do you quickly adjust to new environment?			

FACT SHEET

1. The average person's life working span is 40-50 years.

2. Students of your generation will probably have to change occupations five times during their working life.

3. Technical advancements may shorten the life working span in the future, thus making avocational and leisure time activities more important.

4. More women are working for longer periods of time.

5. Approximately one-third of the work force is composed of women.

6. Over 90 percent of the married women today have worked in gainful employment at some time or another after marriage.

7. Constant training and/or retraining will be required for occupational survival.

8. Increasing mobility of Americans necessitates adjustments in the labor force.

9. We are gradually moving toward equal employment opportunities, irrespective of race, religion, or sex.

10. The general population shift from rural to urban living requires economic readjustments.

YOUTH AND WORK

A. CONCEPT: Different jobs have some common requirements.

B. Related occupations: Any

C. Suggested procedures:

1. Obtain the publication "Handbook for Teen Wage Earner" an Oregon Bureau of Labor publication.

2. Have students study laws governing work-Social Security, Retirement, Income Tax, and Workmen's Compensation.

3. Have guest speakers from the Bureau of Labor, Internal Revenue Service, State Employment Service, and Social Security Office.

4. Have students find out what jobs require a state work permit. Also, find out how to apply for a work permit and for any special permits required.

5. Have students compile a list of documents which may be needed for securing a job (birth certificate, social security, ect.)

6. Have students find out how and where one applies for these documents.

7. Help students apply for any permits they will need for summer or part time work.

8. Have a person from the employment office speak on job appointments and needs for labor markets in this area.

9. Have students prepare a "Facts and Figures" bulletin board on opportunities for summer employment for youth in the local community.

USING CAREER RESOURCE MATERIALS

A. CONCEPT: Knowledge of materials on hand is necessary for research into occupations.

B. Related occupations:
Have used a wide variety:

veterinarian	civil engineer
licensed practical nurse	airline pilot
pharmacist	carpenter
radio broadcaster	dental hygienist
maid	registered nurse
architect	policeman
geologist	photographer
plumber	commercial fisherman
secretary	millwright
school counselor	auto body repairman
electrician	janitor

C. Suggested procedures:

1. Take students to library or career resource center and explore materials.

2. Be sure students have access to resource material such as the Occupational Outlook Handbook, Widening Occupational Roles Kit, Dictionary of Occupational Titles, plus other career related information.

3. Discuss with students how each resource is organized and used.

4. Give students practice sheets and 20 minutes to research answers in the library.

5. Have students share the information found with classmates.

USING CAREER RESOURCE MATERIALS

(Practice Sheet 1)

You have 20 minutes only! With your team, find the answers to as many of the following questions as possible.

1. Give the job description for veterinarian._____

2. Name the fringe benefits usually obtained when a person works as a Licensed Practical Nurse.

_____ _____

_____ _____

_____ _____

_____ _____

3. What is the average monthly salary of a pharmacist?_____

4. How much education is needed to become a civil engineer?

_____

5. What is the demand for airline pilots at this time?_____

_____

6. Name four duties of a dental hygientist.

_____ _____

_____ _____

7. How many hours a week does a radio broadcaster work?_____

8. Name a union that a carpenter might join. Give its address.

_____

_____

_____

_____

USING CAREER RESOURCE MATERIALS

(Practice Sheet 2)

You have only 20 minutes to work! With your team, find the answers to as many of the following questions as possible.

1. Give the job description for Registered Nurse._____

_____

2. Name the fringe benefits usually obtained when a person works as a carpenter.

_____ _____

_____ _____

_____ _____

3. What is the average monthly salary of a household maid?_____

4. How much education is needed to become an architect?_____

_____

5. What is the demand for policeman at this time?_____

_____

6. Name four duties of a geologist:

_____ _____

_____ _____

7. How many hours a week does a photographer usually work?_____

8. Name a union that a plumber might join. Give its address.

_____

_____

_____

_____

USING CAREER RESOURCE MATERIALS

(Practice Sheet 3)

You have only 20 minutes to work! With your team, find the answers to as many of the following questions as possible.

1. Give the job description for a Commercial Fisherman._____

_____

2. Name the fringe benefits usually obtained when a person works as a secretary.

_____ _____

_____ _____

_____ _____

3. What is the average monthly salary of a millwright?_____

4. How much education is needed to be a school counselor?_____

_____

5. What is the demand for auto body repairman at this time?_____

_____

6. Name four duties of an electrician.

_____ _____

_____ _____

7. How many hours a week does a janitor usually work?_____

8. Name an employee's organization that an airline stewardess might join. Give its address.

_____

_____

_____

_____

CAREER SELF-APPRAISAL SURVEY FOR TEACHERS

A. CONCEPT: A self-appraisal tool can be valuable means of reviewing a years work and its effectiveness.

B. Related occupations
Self-appraisal tool dealing with career education.

C. Suggested procedures:

1. Survey to be given to teachers at the end of the school year.

2. The survey is to be used only as a tool to evaluate the effectiveness of the career education program.